



Our distinctive future

26 November 2019

University Centre
Sandy Bay Campus
University of Tasmania

Organising committee

Teaching Matters 2019 has been organised by the following Tasmanian Institute of Learning and Teaching (TILT) staff:

Conference Convenors: Joseph Crawford, Jo-Anne Kelder, Leonie Ellis

Conference Administration: Tamzen Jeanneret

Electronic program: Joseph Crawford, Tony Carew, Beale Gurney, additional contributors (see activity site for full list)

Printed program booklet: Tamzen Jeanneret, Lori Abell

Trivia Matters activity: Tony Carew, Beale Gurney, Joseph Crawford

The organising committee also wishes to thank all TILT staff for their contributions to Teaching Matters 2019.



Tasmanian Institute of Learning and
Teaching (TILT)
Private Bag 133, Hobart 7001
Telephone: 03 6226 7251
TILT.enquiries@utas.edu.au
www.utas.edu.au/tilt

Contents

Contents	1
Welcome to Teaching Matters 2019.....	2
General Information.....	3
Plenary Session.....	6
Conference Theme: Our distinctive future	7
Parallel Session 1 – 11.00-11.30.....	8
Parallel Session 2 – 11.35-12.00.....	18
Trade Show and lunch – 12.00-12.55	27
Parallel Session 3 – 1.00-1.30.....	28
Parallel Session 4 – 1.35-155.....	41
Duologue – 2.00-2.30.....	55
Learning with Play – 2.30-3.15.....	57
University of Tasmania Teaching Awards.....	58
Higher Education Academy Fellowships	60
Poster Session – 3.30-4.00	61

Welcome to Teaching Matters 2019

Our distinctive future

Acknowledgement to country

As a reflection of this institution's recognition of the deep history and culture of this island, the University of Tasmania wishes to acknowledge the muwinina people; the traditional owners and custodians of the land upon which this campus was built.

We acknowledge the contemporary Tasmanian Aboriginal community, who have survived invasion and dispossession, and continue to maintain their identity, culture and Indigenous rights.

We also recognise the value of continuing Aboriginal knowledge and cultural practice, which informs our understandings of history, culture, science and environment; the University's role in research and education, and in supporting the development of the Tasmanian community.

Welcome from the Academic Executive Director

Dear Colleagues,

Quality learning and teaching is foundation to the success of our University. Our students' success is our success, and that success depends on what and how we teach.

With this in mind, it is an honour to welcome you to the 18th Teaching Matters Conference. Teaching Matters provides a wonderful opportunity for colleagues across the University to come together, collaborate, and share their learning and teaching successes, innovations and ideas. Teaching Matters is a flagship in our ability to share and develop collectively.

This year, the conference theme is *Our distinctive future*. In line with our Strategic Direction, those presenting at the conference are exploring what it means to create a student experience that is distinctive, define how our digital future can be from Tasmania to the World, develop our students into world-class thinkers and leaders, and enable curriculum to be designed with our teachers and students in mind. I thank you for joining me and the convening team at the 2019 Teaching Matters to celebrate our learning and teaching successes and opportunities for growth in 2020.

Kind regards,
Professor Mitch Parsell

Professor Mitch Parsell is the University's Academic Executive Director. Professor Parsell began his academic career in the University's Department of Philosophy, before moving to Sydney where he worked at the Macquarie University in a suite of roles, including Associate Dean, Learning and Teaching in the Faculty of Human Sciences, and Chair of the University Learning and Teaching Committee. Mitch is currently engaged in advancing the University's strategic priorities in learning and teaching, digital futures, and quality and standards. Recently returning to Hobart, he is still on the hunt for the perfect Piccolo – all suggestions welcomed.

General Information

Conference program

Printed programs will be available for those who requested them when registering.

An electronic program, in a mobile friendly format, is available at:
www.utas.edu.au/teaching-matters/program

Name tags

Collect your name tag from the Registration Desk in the morning.

Your name tag allows you to order fresh barista coffee, tea, hot chocolate and other options.

Tasmanian Institute of Learning and Teaching (TILT) staff will be identified on their name tags and will be able to assist you with any questions you have about the Conference.

During the Conference there will be guest speaker, presenter and incidental crowd photographs taken for future media and promotional use by TILT. Should you wish to opt out of being photographed please add a red dot to your name tag to ensure that you are not included in any of these photographs.

Lunch and Refreshments

Morning tea, lunch and afternoon refreshments will be provided in the University Centre foyer during the scheduled times.

Special dietary requirements

If you have advised the organisers of a special dietary requirement, this information has been forwarded to the caterers. Special meals will be clearly identified and available on a reserved table (look for the dietary requirements sign).

Toilets

Toilets are located on the mezzanine level of the University Centre (outside the Student Lounge, half way down the stairs). There will be signs. An accessible toilet is located next to the gallery and the parenting room is located on the car park level of the University Centre.

In the Social Sciences Building, toilets are located next to the lift on Level 2; the same level as the presentation rooms.

Internet

The University's wireless internet, eduroam, is available throughout the Conference venues.

Venue map

Conference venues are marked on the map on the back cover of this booklet.

Program Overview					
9.30-10.00	Registration and morning tea				Foyer
10.00-10.10	Welcome and housekeeping: Dr Joseph Crawford				Sir Stanley Burbury Lecture Theatre
10.10-10.15	Welcome to Country: Uncle Dougie Mansell				
10.15-10.55	Why Assess: Prof Mitch Parsell, Dr Seedwell Sithole, Prof Rosalind Bull, A/Prof Tina Acuña, A/Prof Heather Monkhouse, A/Prof Andrea Carr				
10.55-11.00	Move to Parallel Session 1				
	Stanley Burbury	Soc Sci 209	Soc Sci 210	Soc Sci 211	Humanities 346
11.00-11.15	Quality Pursuit: an academic-informed, evidence-based approach to Assurance of Learning Rosie Nash, Anne-Marie Williams, Jo-Anne Kelder	No textbooks, no lectures, no essays, no exams – is this the future of Higher Education? Carolyn King, Nick Arnott	Online quiz design: a student perspective Richard Say	Redefining attrition as an early intervention activity Alison Canty	Using the pluriverse concept to critique eurocentrism in education Kim McLeod
11.15-11.30		Peer-to-peer interaction and workplace relevant learning: an investigation of engagement in different cultural contexts Nazlee Siddiqui	Smarty Grants: developing industry-ready learning tools through PebblePad+ Toby Juliff, Scott McIntyre	Academic requirements, social interaction and the influence of educators: an investigation into a postgraduate healthcare redesign course Pieter Van Dam	Why weren't we told? Research on pre-service teachers' attitudes to teaching Tasmanian Aboriginal histories and cultures Louise Zarmati, Nikki Brannigan
11.30-11.35	Move to Parallel Session 2				
11.35-11.50	Distributed leadership to embed scholarship in STEM teaching teams Tina Acuna, Jo-Anne Kelder	Improving recognition and application of clinical reasoning in nursing practice using a multi-modal simulation activity John F Cooper	Designing learning for the future (and the now): blended learning at University College Andrea Carr	Experiences of commencing students in a dementia degree program: 'I can't believe I have come this far. Thank you for the wonderful learning journey. I enjoyed it so much!' Sun Hee Jang	Indigenising the academy one 'talanoa' at a time: the WHYs and HOWs of Indigenising curriculum to forward Maori and Pasifika student success at the University of Auckland Ema Wolfgramm-Foliaki, Hinekura Smith (University of Auckland)
11.50-12.00	Exploring community demand for Food Systems Education in Tasmania Sandra Murray, Stuart Auckland	Catching up with the Schools: introducing authentic STEM learning to pre-service primary teachers through exploring seed dispersal Caroline Smith, Jane Watson		Connections between the availability of lecture recordings and students' attendance: a literature review and some anecdotal evidence from Engineering Bernardo A. León de la Barra	
12.00-12.55	Trade Show with lunch				Foyer
12.55-1.00	Move to Parallel Session 3				

	Stanley Burbury	Soc Sci 209	Soc Sci 210	Soc Sci 211	Humanities 346	
1.00-1.15	Evaluating leadership, wellbeing, and belonging in students over teaching periods Clayton Hawkins, Matthew Knox	Health Student Learning Outcomes from an Interprofessional Chronic Pain Management workshop Anne Todd	Digitally empowering students through authentic leadership Kerryn Butler-Henderson	Doctoral futures: are PhD candidates ready to work? Sarah Young	Showcasing the Linking2Bays website Clair Andersen	
			Working toward shared goals on a virtual international exchange: Australian x Japanese Collaboration Sachiyo Sekiguchi, Yoji Hashimoto			
1.15-1.30	Fostering teaching and learning development beyond eVALUate: the experience of the UTAS Police Studies team at the Police Academy Isabelle Bartkowiak-Théron	The Practice Manual: a platform for students to showcase skills development and learning Robert Lewis, Ana Lobo	History mystery objects, museum quests and yarning stories: using PebblePad workbooks to guide assessment in Humanities and Social Sciences Education Jennifer Masters, Louise Zarmati	Diminishing student ambition: is it related to 'bullshit jobs'? Alison Dunn	Riawunna's murina pathway program Ricky Maynard, Jodi Haines	
1.30-1.35	Move to Parallel Session 4					
1.35-1.55	Not aligned and that's a problem: STEM and Education for Sustainability Caroline Smith, Jane Watson	Telling tall tales to go deep Mark Hovenden	A day in the life of an exercise science professional: using PebblePad to track professional experience in exercise and sports science Jennifer Masters, Courtney McGowan	Workforce analysis approach to new course design Mikaela Seabourne, Fiona Brodribb	Pikipiki hama - lashing our canoes together across the oceans: internationalising Indigenous connections - decolonising academic space Ema Wolfram-Foliaki, Hinekura Smith (University of Auckland)	
			'It opens up experiences that I would most probably never encounter': digital place-based learning Jacob Prehn, Michael Guerzoni, Huw Peacock			From file repository to narrative journey: a tri-layered framework for enhancing students' online learning experiences Bronwyn Eager, Jaine Scollard
			Short courses from concept to delivery: navigating the way Joannet Hardenberg	Developing an eLearning resource for Chinese-English healthcare interpreters Liuchun Wang		Face-to-face or face-to-screen: how do Psychology students like their practical classes? Nenagh Kemp
				Using the Wicking Centre's Dementia MOOCs for meaningful research Maree Farrow		
1.55-2.00	Move to Duologue					
2.00-2.30	Duologue – Creating teaching and research synthesis in a place-based and globally-connected University: Prof Richard Eccleston (Host), Prof Jane Long and Prof Anthony Koutoulis				Sir Stanley Burbury Lecture Theatre	
2.30-3.15	Learning with Play: Mr Tyson Wienker (Host), A/Prof Kerryn Butler-Henderson, Dr Clayton Hawkins, Dr Erin Roehrer and Dr Seedwell Sithole					
3.15-3.30	Acknowledgement of award recipients and conference close: Prof Mitch Parsell					
3.30-4.00	Poster presentations with refreshments				Foyer	
4.00-4.30	Post-conference refreshments continuing					

Plenary Session

Why Assess?

The Teaching Matters Conference will commence by getting to the heart of assessment at the University.



Principles of assessment

Professor Mitch Parsell, Academic Executive Director
Academic Division

The problem with assessment

Dr Seedwell Sithole, Associate Dean (Learning and Teaching)
College of Business and Economics



Assessment in practice

Professor Rosalind Bull, Associate Dean (Learning and Teaching)
College of Health and Medicine



Exams and accreditation

Associate Professor Tina Acuña, Associate Dean (Learning and Teaching)
College of Sciences and Engineering



Creativity and assessment

Associate Professor Heather Monkhouse, Associate
Dean (Learning and Teaching), College of Arts, Law and Education



Assessment for learning

Associate Professor Andrea Carr, Associate Dean (Learning and Teaching)
University College



Conference Theme: Our distinctive future

The University's Strategic Direction is underpinned by a deep conversation about our distinctiveness, and affirms the University's commitment to excellence in teaching. Our uniqueness manifests in the curriculum that we deliver, and the students we enable. We reflected on what that might look like and offer four subthemes to guide the discussion. Our opportunity is to be a distinctive, place-based and globally-relevant university underpinned by a distinctive curriculum and student experience.

Subtheme 1. Our digital futures (Social Sciences 210)

One of the greatest opportunities in higher education is in delivering innovative online offerings that enable student learning. A place-based university is globally connected and globally excellent, and informs online offerings. But what does this look like in practice? Blended learning, learning management systems and changes in student expectations drive online pedagogy embedded in a networked approach to teaching and learning. Creative ways of assuring authentic online experiences, positive digital engagement and other online offerings are encouraged.

Subtheme 2. Designing our learning (Social Sciences 209)

There is intrinsic value and excitement in learning, and innovative curriculum can be a catalyst for student learning. The way that our students learn is changing. This subtheme emphasises the sharing of innovative curriculum, pedagogy and learning activities being undertaken or planned within the University. The learning theory discussed may draw on a wide range of emerging literature and practice. Some of the emergent literature could include experiential learning, authentic learning, authentic assessment indigenisation of curriculum, ethics and sustainability of curriculum.

Subtheme 3. Leading our development (Stanley Burbury Lecture Theatre)

A people-centred university focuses on the growth and flourishing of both staff and students. A focus on development may begin with formally embedding student development into the curriculum, or through creating innovating programs that offer staff professional and personal development opportunities. In this subtheme, innovative personal and professional development activities for staff and students are encouraged to be presented, along with the key learnings that may strengthen the success of future development initiatives.

Subtheme 4. Our student experiences (Social Sciences 211)

Students and their wellbeing are at the fore of a distinctive vision for Tasmanian education. One focus of this subtheme is in understanding how students whose backgrounds may have traditionally precluded them from engaging in higher education can have a great student experience. Another is in understanding what a distinctive and differentiated student experience that retains Tasmanian students and attracts Australian students might look like, and what activities we undertake to better understand what a great student experience looks like.

Subtheme 5. Indigenising Learning (Humanities 346)

Past policies of assimilation and the effect of colonisation have ongoing impacts on the identity, wellbeing, education and employment of Indigenous peoples. Our education offers a critical pathway out of poverty, and this subtheme explores the importance of place in learning. The goal of indigenisation is to increase the accessibility of higher education for Indigenous people through place-based conversations, personal decolonisation, critical reflection and explicit inclusion of and with Indigenous peoples. This subtheme seeks to showcase how the process of indigenisation is being progressed at the University of Tasmania and the University of Auckland.

Room	Presentation	Speakers
Stanley Burbury Lecture Theatre	Quality Pursuit: an academic informed evidence-based approach to Assurance of Learning	Rosie Nash Anne-Marie Williams Jo-Anne Kelder
Social Sciences 209	No textbooks, no lectures, no essays, no exams – is this the future of Higher Education?	Carolyn King Nick Arnott
	Peer-to-peer interaction and workplace relevant learning: an investigation of engagement in different cultural contexts	Nazlee Siddiqui
Social Sciences 210	Online quiz design: a student perspective	Richard Say
	Smarty Grants: developing industry-ready learning tools through PebblePad+	Toby Juliff Scott McIntyre
Social Sciences 211	Redefining attrition as an early intervention activity	Alison Canty
	Academic requirements, social interaction and the influence of educators: an investigation into a postgraduate healthcare redesign course	Pieter Van Dam
Humanities 346	Using the pluriverse concept to critique eurocentrism in education	Kim McLeod
	Why weren't we told? Research into pre-service teachers' knowledge of and attitudes to teaching Tasmanian Aboriginal histories and cultures	Louise Zarmati Nikki Brannigan

Quality Pursuit: an academic-informed, evidenced-based approach to Assurance of Learning

Leading our development

Authors and presenters*

Rose Nash, School of Medicine*

Anne-Marie Williams, School of Medicine*

Jo-Anne Kelder, Tasmanian Institute of Learning and Teaching*

Anthony Bill, School of Medicine

Leonie Ellis, Tasmanian Institute of Learning and Teaching

Eve De Silva, School of Medicine

Abstract

The Higher Education (HE) environment is characterised by stretched resources and competition for students, funding and institutional status. The regulatory environment, framed by standards overseen by the Tertiary Education Quality Standards Agency (TEQSA), is driving recognition of the need for sustainable engagement with review, accreditation and Quality Assurance (QA) processes. A fragmented or 'forced'

approach to quality assurance through a regulatory compliance lens limits staff engagement in professional development (PD). Staff capability development to provide curriculum that comprehensively addresses student learning and develops knowledge, skills and desired graduate capabilities is essential. Assurance of Learning (AoL) requires a teaching team approach and is described as the process by which student learning outcomes are measured against specific course goals (Hall & Kro, 2006).

The 360 Quality Pursuit (360QP) approach to AoL is a six-element, semi-formal quality enhancement program that can be applied from unit through to college level. 360QP was underpinned by a social constructivist approach to knowledge development designed by a University of Tasmania Community of Practice that evolved into an inter-institutional action research team.

This presentation combines the findings from our scoping review of HE quality with our data collected from five national workshops. The review was arranged into five themes: (1) the HE environment, (2) quality assurance systems, (3) enablers and barriers, (4) cataloguing quality resources and (5) implementation strategies. Our workshop participants were invited to explore the six segments of the 360QP, share case studies and offer their top PD wish list items. This culminated in the identification of 10 conditions that academics believe are required to support AoL.

Alignment

It is time for teachers within HE to lead our own development. Students and the HE sector can only benefit when there is a clear focus on encouraging meaningful personal and professional development for academics to embed an AoL philosophy and practice. The 360QP action learning workshop is designed to empower academics. Participants learn with and from their peers; they work together in an ongoing process to inform a national movement with the aim of strengthening future AoL initiatives. Evidence informed, 360QP has been designed to adopt a 'light-touch' approach for curriculum quality enhancement. Rather than regulatory driven assurance, it promotes a collegial culture of discussion and quality in course management and provides mechanisms to incorporate an efficient process into existing institutional administration systems.

References

Hall, O., & Kro, K. (2006). Learning assurance using business simulations applications to executive management education. *Developments in Business Simulation and Experiential Learning*, 33, 1-6.

No textbooks, no lectures, no essays, no exams – is this the future of Higher Education?

Designing our learning

Authors and presenters

Carolyn King, University College
Nick Arnott, University College

Abstract

University College was established with the mandate to 'do things differently'. With this in mind, a new Associate Degree in Applied Health and Community Support (AHCS) was designed in collaboration with the health and community services sectors. Offered for the first time in February 2019, the course has more than 80 students across 4 campuses, including the West Coast.

The AHCS course design was underpinned by the following key objectives:

- To fill a multitude of gaps in skills and knowledge identified by industry
- To develop and deliver an authentic curriculum
- To engage and support a diverse cohort of non-traditional students

- To produce industry-ready graduates with a broad and flexible skillset

To achieve this, many of the traditional features of higher education pedagogy were replaced with industry-relevant alternatives.

Textbooks were replaced with high-quality, interactive content pages referencing contemporary resources and integrating dozens of expert narratives from consumers, service providers and organisational leaders.

Lectures were replaced with flipped classroom learning, group-work and discussion via lectorials, workshops and online collaboration platforms, with the objective of translating dynamic learning 'states' into professional 'traits'.

Essays and exams were replaced with authentic assessments including interviewing, designing support plans, writing reports, pitching programs and evaluating organisational processes and procedures; an approach that has been found to have a positive impact on student learning, autonomy, self-regulation and metacognition (Villarroel et al., 2018).

Experiential learning is a primary thread throughout the curriculum, supported by an embedded virtual community (e.g. Levett-Jones et al., 2015) that provides 'real world' context for learning and includes a 'living library' of case studies. Work-readiness is enhanced by the integration of a Professional Portfolio in which students engage in critical self-reflection and build evidence of professional skills and knowledge developed throughout the course.

Could this be the future of Higher Education?

Alignment

This presentation aligns with *Designing our learning* as it focuses on a range of contemporary, and potentially disruptive, approaches to traditional higher education pedagogy. The presentation outlines a new curriculum that has experiential and authentic learning and assessment at its core, and promotes a scaffolded approach to peer-supported and self-regulated learning for non-traditional students. A diverse range of innovative approaches will be showcased to encourage other course and learning designers to dare to 'do things differently.'

References

Levett-Jones, T., Bowen, L., & Morris, A. (2015). Enhancing nursing students' understanding of threshold concepts through the use of digital stories and a virtual community called 'Wiimali'. *Nurse education in practice*, 15(2), 91-96.

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854.

Peer-to-peer interaction and workplace relevant learning: an investigation of engagement in different cultural contexts

Designing our learning

Authors and presenter*

Nazlee Siddiqui, Australian Institute of Health Service Management*

David Greenfield, Australian Institute of Health Service Management

Khasro Miah, School of Business and Economics, North South University, Bangladesh

Afreen Ahmad, Southeast Business School, Southeast University, Bangladesh

Abstract

Peer-to-peer interaction (PPI) is recognised to enhance student engagement in university education [1-3]. However, evidence is sparse regarding: how PPI, as a learning activity, associates with specific kinds of student engagement such as workplace relevant learning [4, 5]. Additionally, knowledge of how, if at all,

different cultural settings shape PPI and its effect on workplace relevant learning is rare. Accordingly, we examined the research question: Is PPI associated with students' engagement with thinking of applying classroom learning to workplace scenarios?

The PPI investigated is grounded in theory of social constructivism and a five-factor model of student engagement [6, 7]. This was a synchronous learning activity (online/audio discussion in real time), where three to five students collaborated and submitted two tasks. One, a 400-word answer to a question that students wrote as a team. The answer required students to identify learning from relevant readings in the study unit and provide examples of applying that learning in managing workplace scenarios. Two, an online/audio team discussion as a sample of the team's synchronous PPI.

The study applied a survey, collecting students' perceptions on the research question through quantitative and qualitative items. Research participants were students from post-graduate management units in Bangladesh (n= 80) and Australia (n= 28). About 50% and 97% of students from Australia and Bangladesh, respectively, endorsed PPI's effectiveness in enhancing students' engagement with workplace relevant learning. Initial analysis indicates influence of interrelated factors such as student characteristics, attitude towards peers and use of technology in the varied response between the two cultural contexts.

Alignment

This research aligns to the sub-theme of *Designing our learning*, as we have investigated effectiveness of PPI. This activity is theoretically grounded in theory of social constructivism; offering intrinsic value such as collaborative learning for students. Learning from this research can facilitate innovative ways to incorporate workplace relevant learning in a unit's curriculum. Furthermore, the findings can generate conversation around adapting PPI design to suit varying cultural characteristics and attitudes of students. Finally, this research showcases the University of Tasmania's innovative teaching practice and draws transferable learning to apply this practice to other educational settings.

References

1. Zhoc KCH, Webster BJ, King RB, Li JCH, Chung TSH. Higher Education Student Engagement Scale (HESES): development and psychometric evidence. *Research in Higher Education*. 2018;60(2):219-44.
2. Christensen J, Harrison JL, Hollindale J, Wood K. Implementing Team-Based Learning (TBL) in accounting courses. *Accounting Education*. 2019;28(2):195-219.
3. Kahu ER, Nelson K. Student engagement in the educational interface: understanding the mechanisms of student success. *Higher Education Research & Development*. 2018;37(1):58-71.
4. Chowdhury TA, Miah MK. Employability skills for entry-level human resources management positions: perceptions of students and employers. *Australian Journal of Career Development*. 2016;25(2):55-68.
5. Siddiqui N, Miah K, Ahmad A. Peer to peer synchronous interaction and student engagement: a perspective of postgraduate management students in a developing country. *American Journal of Educational Research*. 2019;7(7):491-8.
6. Powell KC, Kalina CJ. Cognitive and Social Constructivism: developing tools for an effective classroom. *Education*. 2009;130(2):241-50.
7. Van Bergen P, Parsell M. Comparing radical, social and psychological constructivism in Australian higher education: a psycho-philosophical perspective. *The Australian Educational Researcher*. 2019;46(1):41-58.

Online quiz design: a student perspective

Designing our learning

Authors and presenter*

Richard Say, School of Nursing*

Carolyn King, University College

Denis Visentin, School of Health Sciences

Andrea Carr, University College

Annette Saunders, School of Nursing

Abstract

This project explores nursing students' perspectives on online quizzing. The components of student self-regulation, vital to the success of online learning (Gikandi, Morrow, & Davis, 2011), are used as a framework to analyse and discuss data. Our findings show that quiz design impacts learner motivation, and the way individuals engage cognitively, metacognitively and behaviourally with online activities.

There is minimal literature examining the design of online quizzing in a nursing context and how this medium impacts the way nursing students regulate their own learning. Aside from developing lifelong learning dispositions, a self-regulated learning (SRL) approach to learning can promote the development of cognitive, metacognitive and behavioural capacities required to navigate the complexities of nursing practice (Kuiper, Murdock, & Grant, 2010; McDonald, Boulton, & Davis, 2018).

Data from six focus groups and 804 surveys is used to explore key themes related to four SRL domains: cognition, metacognition, behaviour and motivation. Activities reported by students included evaluation of performance, problem-solving, collaboration and information-seeking – all of which can be linked to features of online quiz design.

By examining students' perspectives on online quizzes, our findings provide a 'how to' for educators designing online quizzes. The presentation will stimulate further thought on how educational design can promote lifelong learning dispositions and readiness for real-world contexts.

Alignment

Online quizzing has been frequently used in Computer-Based Formative Assessment (CBFA) for decades. There is every indication that this is a digital trend set to continue. However, there remains ongoing concern that online quizzes promote behaviours that are detrimental to learning – for example trial and error leaning and 'collusion'. Exploring innovative approaches to online quizzing, that encourage students to self-regulate their learning, is a future-focussed discussion and rests on our ability to understand the strengths and limitations of existing formats. By examining CBFA from a lifelong learning perspective, student engagement and authentic learning experiences will underpin the discussion.

References

- Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: a review of the literature. *Computers & Education*, 57(4), 2333-2351.
- Kuiper, R., Murdock, N., & Grant, N. (2010). Thinking strategies of baccalaureate nursing students prompted by self-regulated learning strategies. *Journal of Nursing Education*, 49(8), 429-436.
- McDonald, E. W., Boulton, J. L., & Davis, J. L. (2018). E-learning and nursing assessment skills and knowledge—An integrative review. *Nurse Education Today*, 66, 166-174.

Smarty Grants: developing industry-ready learning tools through PebblePad+

Our digital futures

Authors and presenters

Toby Juliff, School of Creative Arts and Media

Scott McIntyre, Blended Learning Unit team, College of Arts, Law and Education

Abstract

Critical Practices 3B (FSA322) was developed in partnership with Arts Tasmania and the Blended Learning Unit (BLU). Replacing several 'outgoing practice' units, this new delivery sought to introduce students to the landscape of regional arts, professional practices and folio development. Working with one of six recently advertised briefs selected and presented in partnership with Arts Tasmania, learners were tasked to respond to a public commission based in regional Tasmania. Alongside critical learning in place-based research and making, an understanding of regional arts policy, and decolonising practices, the BLU team developed an online PebblePad+ replica of the 'Smarty Grant' application used extensively in many creative industries. Granting learners firsthand experience of navigating industry-focussed applications whilst enabling staff backdoor access to monitor, assess, and feedback on proposals as they developed in real-time, this new app became a one-stop-shop for assessment that mirrored real-world scenarios (Bridgstock 2013). This presentation reports back on the development and rollout of this new application, and advocates for the further rollout of similar industry-focussed platforms for learning and teaching (Hall 2014).

Alignment

This presentation addresses *Our digital futures*. Refocussing on developing tools that reflect 'authentic online experiences' (Teaching Matters 2019), practical ethics and industry-partnerships, this presentation reports on the use of real-world scenarios that speak of place-based making and thinking. In the use of PebblePad+, we are advancing a blended-learning environment that introduces digital landscapes developed in collaboration with local industry partners.

References

Bridgstock, Ruth. 2013. 'Professional capabilities for twenty-first century creative careers: lessons from outstandingly successful Australian artists and designers'. *International Journal of Art and Design Education*, 32(2), 176-189. <http://dx.doi.org/10.1111/j.1476-8070.2013.01756.x>

Hall, Karen. 2014. 'Starting in place: a preliminary investigation of first year curriculum design in response to critical regionalism'. Paper presented at the Places and Spaces 13th Teaching Matters Conference, University of Tasmania.

http://www.utas.edu.au/_data/assets/pdf_file/0006/664512/TMProceedings2014.pdf

Regional Arts Australia. 2019. 'Collaborating with regional communities: guidelines and tools for regional arts and cultural engagement.' <https://regionalarts.com.au/articles/view/collaborating-with-regional-communities>

Redefining attrition as an early intervention activity

Our student experiences

Authors and presenter*

Alison Cauty, Wicking Dementia Research and Education Centre*

James Chase, School of Humanities

Melanie Greenwood, School of Nursing

Matthew Hingston, Student Retention and Success, Student Experience

Casey Mainsbridge, School of Education

Jane Skalicky, Student Retention and Success, Student Experience

Abstract

Student retention is a key strategic issue in higher education affecting student experience and university funding and reputation. It is critical for institutions to identify factors that impact student retention, build effective strategies to enhance student outcomes and respond to the emerging evidence base of distance student engagement (QILT, Grattan Institute; Kember *pers comm.*). The University of Tasmania (UTAS) has one of the highest attrition rates in the country; at 28% for commencing bachelor students (SSBI 2018 forecast). Studying by distance is a known risk factor affecting retention, and distance students make up one of the largest UTAS student cohorts; with 18,879 enrolments (compared to 15,395 on-campus enrolments; BI report 28/07/2019). It is therefore vital that we understand the challenges that our 'at risk' distance students face when they engage in higher education and explore how to best support them for success. This presentation chronicles a peer learning circle of academic and professional staff from across Colleges and Divisions who shared their practice in addressing this challenge. In the online environment we identified the need for tailored approaches to (i) build the sense of belonging and (ii) ensure meaningful engagement. Successful approaches included non-award MyLO units (Dementia Care, Postgraduate Nursing), personal academic consultations for 'at-risk' students (Education), in-depth analytics to identify unique sub-cohorts in large enrolment courses (Arts) and co-ordinated cross-College/Division partnerships for early intervention and support. With no magic bullet to get students off the 'attrition list', we present a range of targeted and connected early interventions designed to support students to succeed, and importantly, to enhance their learning experience.

Alignment

This presentation aligns with *Our student experiences*. In considering the diverse range of students studying across some key courses where the predominant engagement is either fully or predominantly online, the presentation focuses upon the sharing of practices that are enhancing learner engagement and, ultimately, student experience for these students. In addition, unpacking challenges for these diverse learners (many of whom are mature age and studying part time) is important in considering effective interventions designed to enhance student retention and decrease attrition.

Academic requirements, social interaction and the influence of educators: an investigation into a postgraduate healthcare redesign course

Our student experiences

Authors and presenter*

Sarah Prior, School of Medicine
Pieter Van Dam, School of Medicine*
Phoebe Griffin, School of Medicine
Nicole Reeves, School of Medicine
Lea Kirkwood, Agency for Clinical Innovation (NSW)
Greg Peterson, School of Medicine

Abstract

A challenge for many universities is delivering a positive and meaningful educational experience while enhancing student accomplishment and containing costs¹. Evaluating student experience has traditionally been about collecting feedback on the teaching methods, course content and learning outcomes rather than student interaction with people, places and systems at their workplace and educational institution². The aim of this study was to evaluate student experience within the work-integrated learning clinical redesign course to understand how this experience impacts student achievement. Ninety-nine graduates completed an online survey indicating their levels of satisfaction with various aspects of the course including support, delivery and goal achievement, and provided free text comments where applicable³. Ten of these graduates were then invited to participate in telephone interviews where they were asked to share their overall experience with the course including barriers and enablers to completing the course, the balance between academic requirements and workplace responsibilities and the influence of the educators on their achievements. The results suggested that social interaction, communication and knowledge and skills development were important components of the course and that local sponsorship and organisational support were significant factors that influenced the student experience. Thematic analysis also suggested that the standard of educators created a stable learning environment; contributing to student achievements. Cross-discipline interactions and networking opportunities contributed to a mixed model of learning; enhancing the students' experiences. It has become clear that a blended model of learning involving work-integrated components provides meaning and enriches the experience of the student.

Alignment

This presentation aligns most notably with *Our student experiences* as it focusses on understanding what constitutes a good student experience and how we can use this information to improve the way we deliver education. True student experience is currently not well captured. We aim to emphasise the importance of this area through the presentation of a recent course evaluation study in which students were given the opportunity to share their individual experiences.

References

1. Medina, L.C. (2018). Blended learning: deficits and prospects in higher education. *Australasian Journal of Educational Technology*, 2018, 34(1), 42-56.
2. Duque, L. (2014). A framework for analysing higher education performance: students' satisfaction, perceived learning outcomes, and dropout intentions. *Total Quality Management & Business Excellence*, 25(1-2), 1-21.
3. Van Dam, P.J., Griffin P., Reeves N.S., Prior S.J., Paton, B. et al. (2019). Learning in practice: collaboration is the way to improve health system outcomes. *Healthcare*, 7(3), 90- 102.

Using the pluriverse concept to critique eurocentrism in education

Indigenising learning

Authors and presenter*

Kim McLeod, School of Social Sciences (Sociology and Criminology)*

Derya Ozkul, Oxford Department of International Development, University of Oxford, Oxford, UK

Robyn Moore, School of Social Sciences (Sociology and Criminology)

Kate Vincent, School of Social Sciences (Social Work)

Sarah Ciftci, Department of Sociology and Social Policy, University of Sydney

Duncan Robinson, School of Social Sciences (Sociology and Criminology)

Abstract

As universities attract more diverse student populations, teachers need to interrogate and transform how Eurocentrism underpins educational practice. This presentation argues teachers can actively engage with decolonial frameworks and concepts to shape teaching practice and curriculum in an inclusive direction. We describe how six teachers ‘walked with’ the concept of the pluriverse (a sense of multiple co-existing differences) during collaborative reflections about our teaching practice. Our research processes were underpinned by the principles of collective autoethnography and collaborative reflective practice. We co-participated in conversations where we aimed to collectively explore how the pluriverse concept intersects with our teaching, and undertook qualitative co-analysis of themes emerging across all the conversations. The presentation outlines how having the pluriverse concept as a companion to our reflective process enabled us to ask critical questions about Eurocentrism in our teaching practice and content. Our questioning in turn generated principles for embedding the pluriverse in curriculum, pedagogical approaches and teacher dispositions. The presentation discusses what enables and hinders the pluriverse being embedded in curriculum materials and classroom activities, and the limitations of our activities in relation to the broader project of decolonising pedagogy.

Alignment

Our presentation aligns with the theme of *Indigenising learning*. One of the ways the effects of colonisation continue to be felt in education is via the ongoing privileging of Eurocentric frameworks and thinking. One aspect of Indigenising learning, and increasing the accessibility of higher education for Indigenous people, is exposing how Eurocentrism underpins learning and teaching. This presentation reports on the insights generated from critical, reflective, collegial conversations that aimed to interrogate Eurocentrism in our teaching practice. This people-centred labour is critical to creating a place-based university that honours our First Peoples (*University of Tasmania Strategic Direction* 2018). Our research process progressed the personal decolonisation of the teachers involved, and contributed to the important project of bringing a decolonial lens to curriculum, pedagogical approaches and teacher dispositions in higher education.

Why weren't we told? Research on pre-service teachers' attitudes to teaching Tasmanian Aboriginal histories and cultures

Indigenising learning

Authors and presenters

Louise Zarmati, Faculty of Education

Nikki Brannigan, Aboriginal Education Services, Tasmanian Department of Education

Abstract

In this paper we present preliminary results of research undertaken in the School of Education on primary Pre-Service Teachers' (PSTs) attitudes to teaching Tasmanian Aboriginal histories and cultures. The Australian Curriculum and Australian Professional Standards for Teachers now stipulate that all Australian teachers must 'understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians' (AITSL, p. 11). This research responds to the findings of Aboriginal Education Services' continuous inquiry cycles that utilised a range of methodologies in diverse learning and teaching contexts. The data revealed some of the attitudes and concerns of both pre-service and in-service teachers that limit their ability to meet the range of curriculum requirements and evidence against the Teaching Standards. Both pre-service and in-service teachers expressed that a lack of content knowledge and relevant curriculum resources impacted on their confidence in addressing the Aboriginal and Torres Strait Islander Cross-curriculum Priority.

Second year Bachelor of Education (primary) PSTs were invited to participate in two online, qualitative surveys about their knowledge and attitudes to teaching Tasmanian Aboriginal histories and cultures. The first survey was at the beginning of their studies in *ESH260: Introduction to Humanities and Social Sciences*, and before they had used *The Orb*, the Tasmanian Department of Education's new online resource about Tasmanian Aboriginal histories and cultures; the second survey took place after they completed the unit and participated in a workshop on how to use *The Orb*.

Alignment

This paper fits within the conference subtheme *Indigenising learning* by situating our research in the unique context of Tasmania/lutruwita. We identify authentic and current challenges faced by Tasmanian teachers who are tasked with teaching a range of learners about the impact of colonial policies and practices as well as developing culturally responsive practices and pedagogies. This research allows an examination of an approach to teacher education which has the potential to effectively contribute to an indigenised and place-based curriculum. We examine how the attitudes (positive and negative) of non-Aboriginal trainee teachers might impact their ability to effectively implement the Australian Curriculum requirement that they must teach the 'difficult history' of violence against Aboriginal People in Tasmanian schools. Our research aligns with the University's strategic aim to be a place-based university by teaching a 'history of truth which acknowledges the impacts of invasion and colonisation upon Aboriginal People resulting in the genocide and forcible removal from their lands' (*University of Tasmania Acknowledgement of Country protocols* 2019).

References

- Australian Institute for Teaching and School Leadership (AITSL). (2017). *Australian Professional Standards for Teachers: 1.4 Strategies for teaching Aboriginal and Torres Strait Islanders*. Retrieved from <https://www.aitsl.edu.au/teach/standards>
- Tasmanian Government, Department of Education. (n.d.). *The Orb*. Retrieved from <https://www.theorb.tas.gov.au/>

Room	Presentation	Speakers
Stanley Burbury Lecture Theatre	Distributed leadership to embed scholarship in STEM teaching teams	Tina Acuna Jo-Anne Kelder
	Exploring community demand for Food Systems Education in Tasmania	Sandra Murray Stuart Auckland
Social Sciences 209	Improving recognition and application of clinical reasoning in nursing practice using a multi-modal simulation activity	John F Cooper
	Catching up with the Schools: introducing authentic STEM learning to pre-service primary teachers through exploring seed dispersal	Caroline Smith Jane Watson
Social Sciences 210	Designing learning for the future (and the now): blended learning at University College	Andrea Carr
Social Sciences 211	Experiences of commencing students in a dementia degree program: 'I can't believe I have come this far. Thank you for the wonderful learning journey. I enjoyed it so much!'	Sun Hee (Sunny) Jang
	Connections between the availability of lecture recordings and students' attendance: a literature review and some anecdotal evidence from Engineering	Bernardo A. León de la Barra
Humanities 346	Indigenising the academy one 'talanoa' at a time: the WHYS and HOWs of Indigenising curriculum to forward Maori and Pasifika student success at the University of Auckland	Ema Wolfgramm-Foliaki Hinekura Smith

Distributed leadership to embed scholarship in STEM teaching teams

Leading our development

Authors and presenters

Tina Acuna, College of Sciences and Engineering
Jo-Anne Kelder, Tasmanian Institute of Learning and Teaching

Abstract

The Higher Education Standards Framework (HESF) requires continuous evaluation of teaching practice to inform ongoing curriculum transformation. TEQSA's Guidance Note: Scholarship (TEQSA, 2018) states that scholarship claimed to inform teaching must have demonstrable relevance to the curriculum being taught. The HESF focus on degree-level curriculum implies the team of staff who design and teach degree curriculum need to be engaged; not just specialist teachers. The value proposition for scholarship must, however, resonate with academics' professional goals and aspirations; not communicate administrative compliance.

In our joint national Australian Council of Deans of Science Fellowship, we conceptualise leadership for active engagement in scholarship within teaching teams (Fields, Kenny & Mueller, 2019) as one response to the TEQSA guidance note. We are adapting the Curriculum Evaluation Research (CER) framework (Kelder & Carr, 2017) for Science, Technology, Engineering and Mathematics (STEM), to ensure that data from teaching team-based quality assurance (QA) and improvement (QI) activities are analysed within a scholarly environment and available for dissemination.

Teaching teams from four courses in the College of Sciences and Engineering have agreed to collaborate to establish a planned, ethics approved, approach to scholarship of their curriculum. Further workshops, which will be adapted to suit the local context, are planned at over 10 Australian universities in 2019-20 to promote CER STEM. A CER STEM website has been developed to facilitate dissemination; including sharing case studies and resources developed by course teams during the Fellowship. Expected longer-term outputs are a greater percentage of STEM academics engaged positively in scholarship and improved curriculum.

Alignment

The HESF generally, and the TEQSA Guidance Note: Scholarship specifically, is a compelling message that institutions must facilitate a scholarly environment that is focussed on continuous improvement and demonstration of currency and excellence of curriculum. Likewise, the academics who design and teach curriculum are expected to engage in ongoing professional development, measured by scholarly practices and outputs. The CER-STEM framework provides an approach with resources to support distributed leadership for scholarship and contextualised development within a teaching team tailored for STEM curriculum.

References

Fields, J., Kenny, N. A., & Mueller, R. A. (2019). Conceptualizing educational leadership in an academic development program. *International Journal for Academic Development*, 24(3), 218-231.
<http://dx.doi.org/10.1080/1360144X.2019.1570211>.

Kelder, J.-A., & Carr, A. R. (2017). Embedding evaluation and scholarship into curriculum and teaching: the Curriculum Evaluation Research Framework. In A. Hørsted, P. Bartholomew, J. Branch, & C. Nygaard (Eds.), *New Innovations in Teaching and Learning in Higher Education* (pp. 451-471). Oxfordshire: Libri Publishing.

TEQSA (12 December 2018). Guidance Note – Scholarship (Version 2.5). Last accessed 10 June 2019.
<https://www.teqsa.gov.au/latest-news/publications/teqsa-guidance-note-scholarship>

Exploring community demand for Food Systems Education in Tasmania

Leading our development

Authors and presenters*

Sandra Murray, School of Health Science*
Stuart Auckland, Centre for Rural Health*
Caroline Smith, Faculty of Education

Abstract

Tasmania is recognised for its thriving local food economy including high-quality fresh produce, innovative start-up food enterprises and a vibrant food tourism sector; both in Australia and internationally. At the same time, Tasmanian communities are increasingly expressing their concerns about the future of the food they eat, including the relationship between climate change, agriculture and food systems (1). Previous research identified a growing interest in food systems education (FSE) in Tasmania (2). FSE refers to the myriad ways that academics, teachers, activists, and communities are teaching, learning, and intervening in

their food systems. The aim of this research was to scope the potential demand for FSE, in Tasmania, and to develop an FSE framework that reflects community-values at the short course and associate degree level.

A three-phase approach included: (i) a scoping review of FSE programs globally; (ii) a series of seven focus groups with food system stakeholders, across three regions of Tasmania to determine attitude, need and interpretation of FSE; and (iii) development of an education framework through thematic analysis & interpretation of outcomes from phases one and two.

Findings indicate that FSE is preferably driven by community-values. Importantly, learner-centred education that is place-based is an innovative approach to create sustainable food systems, improve health outcomes and ensure the future of our food (3). In conclusion, the University has the opportunity to take a leadership role in coordinating future FSE activities, and drive change to our food system and support the health and wellbeing of the Tasmanian community.

Alignment

This study aligns with *Leading our development* and identifies a need for innovative programs in sustainable food systems education. The voice of community, including both university staff and students, identified a strong commitment to sustainability education and action.

References

1. Hilimire, K., Gillon S., McLaughlin, B., Dowd-Urbe, B., Monsen, K. 2014. Food for Thought: Developing Curricula for Sustainable Food Systems Education Programs. *Agroecology and Sustainable Food Systems*. <https://www.tandfonline.com/doi/10.1080/21683565.2014.881456>
2. Auckland, S., Murray, S., Saunders, C., King, C. 2015. *Tasmanian Food Supply Project Report*. <https://www.healthyfoodaccess.tasmania.org.au/wp-content/uploads/2017/09/Tasmanian-local-food-supply-project.pdf>
3. Murray, S., Auckland, S., Smith, C. 2018. Building a Food Systems Literate Tasmania: A framework for food systems education. Final Report. pp. 1-77. <http://ecite.utas.edu.au/127750>

Improving recognition and application of clinical reasoning in nursing practice using a multi-modal simulation activity

Designing our learning

Authors and presenter*

John F. Cooper, School of Nursing*

Michael J. Macartney, School of Health Sciences

Pathmavathy Namasivayam, School of Nursing

Abstract

The clinical-reasoning cycle provides a framework for higher-order thinking that fosters a nurse's ability to assess, process and remedy clinical encounters, and is considered essential for the provision of quality healthcare [1,2]. This project aimed to evaluate a novel multi-modal assessment activity that promotes the development and application of clinical-reasoning in student nurses.

Within an integrated unit (Nursing/Bioscience), an existing case-based assessment was redesigned to include short videos where deliberate but subtle clinical-reasoning flaws are included; requiring students to identify strengths and weaknesses of the clinical-reasoning process and how this influences patient outcomes. A cross-sectional descriptive survey was conducted with students following completion of the assessment to identify attitudes towards the design, effectiveness of the videos to facilitate learning of clinical-reasoning skills and whether students were better able to recognise clinical-reasoning during their subsequent professional experience placement.

Of the 98 students enrolled in the integrated unit, 68 completed surveys were returned (70%). Some of the key findings from the survey demonstrate that: (i) 47% of students agreed that the videos are a useful resource, (ii) 68% of students agreed that the approach improved their integration of Bioscience and Nursing knowledge to develop independent clinical reasoning skills, and (iii) 50% agreed that they were better able to recognise clinical reasoning encounters during their subsequent Professional Experience Placement.

This data highlights that the use of videos seems to be a promising, relevant and important learning design strategy to facilitate clinical-reasoning skills, education and peer collaboration. As such, we have expanded our study to inform learning design adjustments that make best use of technology in assessment tasks in future nursing curriculum.

Alignment

This presentation aligns with *Designing our learning* as it aims to promote excellence in learning via optimising the student learning experience for retention and success, and ensuring that the student voice is heard and incorporated into the learning experience. Further, this project will be a catalyst for improved student experience and outcomes via developing and implementing authentic, exciting and sustainable technology enhanced learning and teaching strategies applicable to health care curriculum.

References

[1] Mushta, J., L. Rush, K. & Andersen, E. 2018. Failure to rescue as a nurse-sensitive indicator. *Nursing Forum*, 53, 84-92.

[2] Levett-Jones, T. & Bourgeois, S. 2011. *The Clinical Placement: An essential Guide for nursing students*, Australia, Churchill Livingstone.

Catching up with the Schools: introducing authentic STEM learning to pre-service primary teachers through exploring seed dispersal

Designing our learning

Authors and presenters

Caroline Smith, Faculty of Education
Jane Watson, Faculty of Education

Abstract

STEM (Science, Technology, Engineering and Mathematics) is entrenched in both primary and secondary schools in Tasmania, and provides a range of exciting real-world contexts with which students can engage. However, STEM remains a glaring gap in University of Tasmania (UTAS) Pre-Service Teacher (PST) education courses. This presentation first describes the elements of a STEM activity carried out with Year 5 students in a Hobart school using seed dispersal as the context. In particular, the engineering design aspect of a STEM approach allows for a great deal of student creativity.

The presentation also includes two innovations. First, it provides the opportunity to introduce primary students to the practice of statistics, in particular the concept of variation (Snee, 1999); not normally covered in primary education. As Cobb and Moore (1997) point out, statistics requires a different kind of thinking, because 'data are not just numbers, they are numbers with a context' (p. 801). The second is that the same activity was also carried out by 4th Year B.Ed. (Primary) PSTs as part of their unit in Science Education. This provided an opportunity for the PSTs to experience an authentic real-life STEM activity using statistics that had been conducted with primary students. The PSTs found the activity useful in providing them with insights into how STEM can be approached in a primary context. The potential to build on this is being discussed with a local primary school that has expressed interest in UTAS PSTs collaborating with teachers in STEM-related areas. Further, it can provide the catalyst for the design of B.Ed. units that span STEM and

provide areas for cross-curriculum learning, creativity, authentic teaching experiences and assessment (Smith et al., 2019).

Alignment

STEM is becoming increasingly important in school education, and needs to find its place in pre-service teacher education at UTAS. The innovation of aligning PSTs' experiences of STEM with lessons carried out in a school setting provides a creative platform for introducing STEM to PSTs as a catalyst for powerful and reflective student learning in an authentic setting. This particular example illustrates how the practice of statistics within STEM can be introduced to both school students and PSTs. In general, this model has the potential to strengthen school-university partnerships and provide opportunities for teachers and PSTs to work together to design, develop, teach and assess learning in STEM. It also provides the University with an example of STEM in action that can contribute towards course review discussions that consider how STEM might be integrated into Teacher Education.

References

- Cobb, G.W., & Moore, D.S. (1997). Mathematics, statistics, and teaching. *American Mathematical Monthly*, 104, 801-823.
- Smith, C., Watson, J., Fitzallen, N. & Wright, S. (2019). The practice of statistics for STEM: primary students and pre-service primary teachers through exploring variation in seed dispersal. *Teaching Science* 65(1): 38-47.
- Snee, R.D. (1999). Discussion: Development and use of statistical thinking: a new era. *International Statistical Review*, 67(3), 255-258.

Designing learning for the future (and the now): blended learning at University College

Designing our learning

Authors and presenter*

Andrea Carr, University College*
Netty Gibson, University College
Cherie Hawkins, University College

Abstract

Why blended learning? ... because the future is digital. We work in a digital world and our graduates will live and work in an ever-increasing digital environment (Lim & Morris, 2009). University College's Associate Degrees are underpinned by experiential education approaches and a commitment to ensuring employability skills are taught, assessed and evidenced (Bennett & Robertson, 2015; Bridgstock, 2009; Itin, 1999). A flipped classroom framework situates students' learning in an online environment that draws on principles of accessibility and engagement (Enfield, 2013; Pierce & Fox, 2012; Scott, 2019). This approach provides students with a foundation for face-to-face applied and authentic learning that comprises tutorials, workshops, and industry supported site visits (Baran, Correia & Thompson, 2011).

Purposeful and evidenced-based curriculum design provides opportunities for students to co-create learning resources, engage in interactive formative learning experiences and develop independent life-long learning practices. Supported by an online resource library and Academic Coaches, Associate Degree students create portfolios that evidence their personal and professional development across the course of their studies (Aspden & Helm, 2004; Salmon, 2002).

Google analytics facilitate data-driven decision making in the design of learning experiences. Timing the release of online material to match peak patterns of activity, identifying places and spaces where our

students study, and knowledge of duration of online study sessions allow a more nuanced student-centered curriculum design and delivery.

A unique combination of online and face-to-face learning experiences across University College courses produces work-ready graduates whose knowledge and skills not only meet the requirements of industry, but also allow for graduates to be ready for the jobs of the future.

Alignment

This presentation aligns to *Designing our learning* by demonstrating University College's unique approach to blended learning. Drawing on best practice in online pedagogy and experiential and authentic learning practices, Associate Degree curriculum is designed to offer students opportunities to be engaged in and contribute to their own and their peers' learning. Purposeful and evidence-based design of curriculum, and use of innovative online resources and tools ensure a contemporary curriculum that ensures work-ready graduates. Sharing this practice offers an opportunity to expand the impact of this approach beyond University College.

References

- Aspden, L. & Helm, P. (2004). Making the connection in a Blended Learning Environment, *Educational Media International*, 41(3), 245-252, <http://dx.doi.org/10.1080/09523980410001680851>
- Baran, E., Correia A.-P., & Thompson, A. (2011) Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers, *Distance Education*, 32(3), 421-439, <http://dx.doi.org/10.1080/01587919.2011.610293>
- Bennett, D., & Robertson, R. (2015). Preparing students for diverse careers: developing career literacy with final0year writing students. *Journal of University Teaching & Learning Practice*, 12(3), 1 - 16
- Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), 31-44, <http://dx.doi.org/10.1080/07294360802444347>
- Enfield, J. (2013). Looking at the impact of the flipped classroom model of instruction on undergraduate multimedia students at CSUN. *TechTrends*, 57(6), 14-27.
- Itin, C.M., (1999). Reasserting the philosophy of experiential education as a vehicle foe change in the 21st century. *Journal of Experiential Education*, 22(2), 91-98
- Lim, D. H., & Morris, M. L. (2009). Learner and instructional factors influencing Learning Outcomes within a Blended Learning Environment. *Educational Technology & Society*, 12 (4), 282–293.
- Pierce, R., & Fox J. (2012). Instructional design and assessment: vodcasts and active-learning exercises in a “Flipped Classroom” model of a renal pharmacotherapy module. *American Journal of Pharmaceutical Education*, 76 (10), Article 196.
- Salmon, G., (2002). *E-tivities: The key to active online learning*. Kogan Page: London.
- Scott, G. (2019). <http://flipcurric.edu.au/search> accessed 11th September, 2019

Experiences of commencing students in a dementia degree program: 'I can't believe I have come this far. Thank you for the wonderful learning journey. I enjoyed it so much!'

Our student experiences

Author and presenter

Sun Hee (Sunny) Jang, Wicking Dementia Research and Education Centre

Abstract

The role of the unit coordinator is to provide a quality learning and teaching experience for students, and it is ideal for making the experience enjoyable. This is particularly important for those who are new arrivals at university as the first-year experience often impacts on retention and academic success (Bijsmans & Schakel, 2018; James, Krause, & Jennings, 2010; Krause, & Armitage, 2014; van der Zanden, Denessen, Cillessen, & Meijer, 2018). In the Bachelor of Dementia Care at the Wicking Centre, commencing students are considered non-traditional or 'at risk'. Studies have reported that non-traditional students tend to engage with their studies actively, and to show higher satisfaction with their studies when compared with traditional students (Kahu, Stephens, Leach, & Zepke, 2013; Stone, O'Shea, May, Delahunty, & Partington, 2016), but the findings, which are often from a short period of data collection (one intake or one year of student study), would be stronger with more evidence.

This presentation introduces a unit with an exceptionally large cohort of non-traditional students. Students who responded to the eVALUate unit survey from 2016 to 2019 reported that they were satisfied with the unit overall at over 97% and the response rates were often over 40% (e.g. n = 402/872). This presentation shares what makes students satisfied, and what aspects did not contribute to their satisfaction. One missing theme in the literature was teaching staff's positive social presence which has significantly contributed to student satisfaction. For improvement, students would have liked to have had additional practical guides and tips which might have assisted students in managing their time and study.

Alignment

More and more courses are delivered online and the demographic profile of online students is becoming non-traditional. Teaching online or non-traditional students can be a challenge for teachers who have been teaching in face-to-face classes only. The presentation will provide a great understanding of how to design an online unit in order to meet the satisfaction of mature-aged students who are new arrivals in an online learning context.

References

- Bijsmans, P., & Schakel, A. H. (2018). The impact of attendance on first-year study success in problem-based learning. *Higher Education*, 76(5), 865-881.
- James, R., Krause, K.-L., & Jennings, C. (2010). *The first year experience in Australian universities: findings from 1994 to 2009*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.723.8190&rep=rep1&type=pdf>
- Kahu, E. R., Stephens, C., Leach, L., & Zepke, N. (2013). The engagement of mature distance students. *Higher Education Research & Development*, 32(5), 791-804.
- Krause, K.-L., & Armitage, L. (2014). *Australian student engagement, belonging, retention and success: A synthesis of the literature*. Retrieved from https://www.heacademy.ac.uk/system/files/resources/Australian_student_engagement_lit_syn_2.pdf
- Stone, C., O'Shea, S., May, J., Delahunty, J., & Partington, Z. (2016). Opportunity through online learning: experiences of first-in-family students in online open-entry higher education Cathy Stone, Sarah O'Shea, Josephine May, Janine Delahunty and Zoe Partington. *Australian Journal of Adult Learning*, 56(2), 146.

van der Zanden, P. J. A. C., Denessen, E., Cillessen, A. H. N., & Meijer, P. C. (2018). Patterns of success: first-year student success in multiple domains. *Studies in Higher Education*, 44(11), 2081-2095. <http://dx.doi.org/10.1080/03075079.2018.1493097>.

Connections between the availability of lecture recordings and students' attendance: a literature review and some anecdotal evidence from Engineering

Designing our learning

Author and presenter

Bernardo A. León de la Barra, School of Engineering

Abstract

The presentation will refer to the 2019-2018 Web of Science- or Scopus- indexed research literature whose key focus is the connections between the use of lecture capture/recording technology, students' attendance at live lectures, and students' attainment of a unit's learning outcomes, respectively. This literature subset currently includes 28 journal papers. There are several ideas and results available in this set of papers which are worth highlighting. For example, researchers from King's College London (KCL) argue that 'staff and students should be consulted when introducing lecture capture on issues such as consent and reasoning for use or non-use. Their input should also inform the wider debate around the use of lecture capture' (Dommett, van Tilburg & Gardner, 2019). A separate KCL team goes on to note that 'there is some uncertainty around whether lecture capture availability is a uniformly positive development for students. Attendance, which predicts higher attainment (controlling for students' previous grade[s] and gender), mediates a negative relationship between lecture capture availability and attainment. Lecture capture viewing shows no significant relationship with attainment whilst factoring in lecture attendance; capture viewing also fails to compensate for the impact that low attendance has on attainment' (Edwards & Clinton, 2019). An Australian study (Chapin, 2018) offers a more encouraging view: 'Students identify many reasons for using web-based lecture recordings, including to study for exams, regular study throughout the semester, to catch up on lectures they missed attending, and to clarify specific parts of a lecture.' The presentation will provide a critical review of the full subset of papers and outline some potential implications for policy and practice within our university.

Alignment

Having students physically present on campus has historically provided a rich dimension to the overall learning and teaching experience at universities around the world. However, the increasing availability of lecture recordings seems to have shifted students' interest to be part of these lectures in person. Using the 2019-2018 peer reviewed research literature on the possible connections between the availability of lecture recordings, students' attendance at live lectures, and students' attainment of the unit's learning outcomes, this presentation will explore if the 'clever' combination of an innovative blended curriculum, a creative physical classroom pedagogy, and engaging active learning activities could be a catalyst to provide different learners with the best possible university lecture experience.

References

- Chapin, L.A. (2018). Australian university students' access to web-based lecture recordings and the relationship with lecture attendance and academic performance. *Australasian Journal of Educational Technology*, 34(5), 1-12.
- Dommett, E.J., van Tilburg, W., & Gardner, B. (2019). A case study: views on the practice of opting in and out of lecture capture. *Education and Information Technologies*, 24, 3075-3090.

Edwards, M.R., & Clinton, M.E. (2019). A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment. *Higher Education*, 77(3), 403-421.

Indigenising the academy one ‘talanoa’ at a time: the WHYs and HOWs of Indigenising curriculum to forward Maori and Pasifika student success at the University of Auckland

Indigenising learning

Authors and presenters

Ema Wolfgramm-Foliaki, Centre for Learning and Research in Higher Education (CLeaR) University of Auckland

Hinekura Smith, Centre for Learning and Research in Higher Education (CLeaR) University of Auckland

Abstract

The University of Auckland (UoA) exists in the largest Maori and Pasifika population in the world, but the opportunity for students to experience teaching, learning and research that is embedded with Maori and Pasifika knowledge and ways of being is varied.

While the UoA maintains aspirational strategic intentions that name Maori and Pasifika students as key learners (UoA strategic plan 2013-2020), there is a vast gap between the capacity of a small number of Maori and Pasifika staff and the need/desire from non-Maori and Pasifika teaching staff to upskill their cultural competencies.

We will discuss important issues around WHY Maori and Pasifika student success – broadly understood – is a strategic imperative at UoA, and offer some examples, such as the Tongan practice of talanoa (Fa’avae 2016; Vaioleti, 2006), which means to create culturally defined space to ‘talk about nothing and everything’. Talanoa as praxis (theory and practice) provides an example of a purposeful learning conversation about HOW we work in teaching, learning and research to support embedding Maori and Pasifika knowledge and ways of being into the curriculum. We invite participants to discuss the challenges and rewards of ‘indigenising the curriculum’ and consider further the WHYS and HOWs that may motivate change within their own contexts.

Alignment

Indigenising learning – an innovative Indigenous approach to collaborating and connecting with a view to international teaching, learning and research connectivity.

References

Fa'avae, David Taufui Mikato. Tatala ‘a E Koloa ‘o E To’utangata Tonga I Aotearoa Mo Tonga: The Intergenerational Educational Experiences of Tongan Males in New Zealand and Tonga (2016). Print.

University of Auckland Strategic Plan 2013-2020 <https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/about-equity/safe-inclusive-equitable-university/strategic-plan-2013-2020-web-version.pdf>

Vaioleti, Timote M. Talanoa Research Methodology : A Developing Position on Pacific Research. *Waikato Journal of Education (Online)* 12 (2006): 21-34. Web.

Trade Show and lunch – 12.00-12.55

Room	Table	Presenters
Stanley Burbury Lecture Theatre	Akari	Cameron Fitze Rachael Phegan
	Course and Unit Builder	Tim Robertson Stephen Linquist
	Echo360	Anne Davis Ryan Brunton Carolyn Stagg Rebecca Foweraker Hilary Soloff
	MyLO Mate and Rubric Builder	Kevin Lyall Connor Deckers
	PebblePad	Jennifer Masters
University Centre Foyer	Blended Learning Unit Team	Beverly Goldfarb Melinda Standish Scott McIntyre Nigel McKinlay Richard Barker Jamie Dobbs Justin Emery
	Developing quality and measuring WIL	Rose Kling Chris Adams
	Education for Sustainability	Sandra Murray
	Ethical SoTL PLC	Bernadette Smith
	Inclusive Toolkit	Elizabeth Freeman Merran Rogers
	LEAN team	Bikram Ghosh
	Online Discussion Boards	Tracy Douglas
	Quality Matters	Gerry Kregor
	Student Wellbeing	Kellie Dean
	UMAP/eVALUate	Michelle Ye Cassandra Saunders

Room	Presentation	Speakers
Stanley Burbury Lecture Theatre	Evaluating leadership, wellbeing, and belonging in students over teaching periods	Clayton Hawkins Matthew Knox
	Fostering teaching and learning development beyond eVALUate: the experience of the UTAS Police Studies team at the Police Academy	Isabelle Bartkowiak-Théron
Social Sciences 209	Health student learning outcomes from an Interprofessional Chronic Pain Management workshop	Anne Todd
	The Practice Manual: a platform for students to showcase skills development and learning	Robert Lewis Ana Lobo
Social Sciences 210	Digitally empowering students through authentic leadership	Kerryn Butler-Henderson
	Working toward shared goals on a virtual international exchange: Australian x Japanese Collaboration	Sachiyo Sekiguchi Yoji Hashimoto
	History mystery objects, museum quests and yarnig stories: using PebblePad workbooks to guide assessment in Humanities and Social Sciences Education	Jennifer Masters Louise Zarmati
Social Sciences 211	Doctoral futures: are PhD candidates ready to work?	Sarah Young
	Diminishing student ambition: is it related to 'bullshit jobs'?	Alison Dunn
Humanities 346	Showcasing the Linking2Bays website	Clair Andersen
	Riawunna's murina pathway program	Ricky Maynard Jodi Haines

Evaluating leadership, wellbeing, and belonging in students over teaching periods

Leading our development

Authors and presenters*

Clayton Hawkins, University College*

Joseph Crawford, Tasmanian Institute of Learning and Teaching

Andrea Carr, University College

Jo-Anne Kelder, Tasmanian Institute of Learning and Teaching

Matthew Knox, School of Social Sciences*

Abstract

Development of student behaviours is an important component of creating the conditions for students ready to engage with their post-university personal and professional life; particularly student leadership (Dempster & Lizzio, 2007). This project takes the theories of authentic leadership (Crawford et al., 2019), wellbeing (Tennant et al., 2007), engagement (Schaufeli, Bakker, & Salanova, 2006), and belonging (Arslan & Duru, 2017) and seeks to test changes in students' behaviours or sense of wellbeing over time.

Students enrolled in term three 2019 within the University College's [Associate Degree in Applied Business](#) were invited to participate in a two-stage survey. Four units of study across first and second years of the Applied Business course were chosen. All four units have cohorts located on Cradle Coast, Newnham and Sandy Bay campuses. Students received an initial survey at the start of term and were asked to complete a second at the end of term. This survey assessment tool was developed using best practice in scale development (Crawford & Kelder, 2019).

The two-phase survey aimed to shed light on the pedagogical approaches and teaching structures across the Applied Business course that lead to leadership development and contribute to positive student mental health and sense of belonging within the cohort. This initial survey series tested if changes can be detected across a short study period. In the mid-to-longer term, the results aim to identify opportunities to improve curriculum based on evidence of what pedagogies or approaches work most effectively to develop leadership, wellbeing and belonging.

The implication of the research is an ability to measure the propensity for teaching staff to use pedagogical approaches that facilitate positive authentic leadership development among other positive individual-level outcomes.

Alignment

This project focuses on piloting a temporal method to assess changes in student behaviour across a term of engagement in a curriculum. By providing an evidence base for measuring and understanding changes in behaviour, we can develop practical knowledge of those pedagogies and structural elements in a curriculum design with greatest propensity to support students to develop leadership behaviours and a sense of wellbeing and belonging.

References

- Arslan, G., & Duru, E. (2017). Initial development and validation of the school belongingness scale. *Child Indicators Research*, 10(4), 1043-1058.
- Crawford, J., Dawkins, S., Martin, A., & Lewis, G. (2019). Putting the leader back into authentic leadership: reconceptualizing and rethinking leaders. *Australian Journal of Management*. Advanced Online Publication.
- Crawford, J., & Kelder, J. A. (2019). Do we measure leadership effectively? Articulating and evaluating scale development psychometrics for best practice. *Leadership Quarterly*, 30(1), 133-144.
- Dempster, N., & Lizzio, A. (2007). Student leadership: necessary research. *Australian Journal of Education*, 51(3), 276-285.
- Schaufeli, W., Bakker, A., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: a cross-national study. *Educational and Psychological Measurement*, 66(4), 701-716.
- Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., ... & Stewart-Brown, S. (2007). The Warwick-Edinburgh mental well-being scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5(1), 63.

Fostering teaching and learning development beyond eVALUate: the experience of the UTAS Police Studies team at the Police Academy

Leading our development

Author and presenter

Isabelle Bartkowiak-Théron, School of Social Sciences, Tasmanian Institute of Law Enforcement Studies

Abstract

The Police Studies program has been growing exponentially since 2015. Since then, the University of Tasmania (UTAS) has become the only university teaching police across several jurisdictions. One key to this success has been a drastic approach to student feedback. In 2012, in light of extremely low response rates to SETLs and increased scrutiny from Tasmania Police on recruits' learning experience, the Faculty authorised all staff teaching at the police academy to cancel all UTAS student evaluations for their units, and to substitute instead the daily feedback tools used by recruits for all teaching occurring at the police academy.

In 2018, as part of an ongoing process of revision, and rather than rely on processes that were not engaging students positively, innovative and alternative means were sought to ensure communication and feedback could continue. Student evaluations became qualitative only, and fully identified. This radically changed the feedback provided to both police and UTAS lecturers. This presentation analyses the continuing fine-tuning process for these evaluations, as well as its focus on staff and student development. Via an exploratory study of staff experience (both police and UTAS staff), and in light of recent literature in tertiary education, we challenge current assumptions about, and practice in, student feedback. Our approach arguably challenges traditional and historical thinking on the normative role and format of student data in evaluating the quality of a learning experience. We argue that this innovative, transparent and accountable way to provide feedback unlocks ways to embed students within curriculum improvement, teacher development and learning experience.

Alignment

This presentation outlines a different way to approach the tools we take for granted in the development of curriculum, teaching and learning. This student feedback initiative provides a forum for feedback that encourages two-way dialogues between student and lecturer. The new evaluation process not only puts people at the centre of curriculum design and ongoing improvement, it encourages feedback and discussion to improve classroom dynamics and curriculum delivery (separate from performance assessment – UTAS Strategic Direction, Ch. 5). Overall, this presentation suggests a new pathway for UTAS to lead in Learning and Teaching development.

Health student learning outcomes from an Interprofessional Chronic Pain Management workshop

Designing our learning

Authors and presenter*

Heather Bridgman, Centre for Rural Health
Anne Todd, Launceston Clinical School*
Andrew Williams, School of Health Sciences
Greer Maine, Centre for Rural Health
Sibella King, School of Health Sciences
Sandra Murray, School of Health Sciences
Jan Radford, Launceston Clinical School
Shandell Elmer, Launceston Clinical School
Tracey Dean, School of Medicine
Kim Norris, School of Medicine
Marie-Louise Bird, School of Health Sciences
Annette Marlow, College of Health and Medicine
Karina Heyworth, Centre for Rural Health

Abstract

Inter-professional learning (IPL) is vital for developing work-ready health graduates. One challenge to IPL delivery is siloed course structures. As part of a Teaching Development Grant (TDG) funded project, Launceston-based students from five health disciplines participated in a half day IPL workshop, facilitated by multidisciplinary staff. The workshop involved authentic learning activities to scaffold IPL focussing on multidisciplinary, collaborative chronic pain management.

A pre and post mixed-methods survey was tailored to assess understanding and experience of IPL, confidence levels, post learning outcomes and Readiness for Interprofessional Learning (RIPLS¹). In total 30 students participated in the study.

Sixty-seven percent of students identified at least three elements of the five-part IPL definition², 77% reported at least one prior IPL experience during placement and 10% reported at least one prior IPL experience during lectures/tutorials. Significant increases in confidence were shown in students' understanding of their own and others' discipline roles in health care and chronic pain management, as well as confidence for multidisciplinary assessment, treatment and management of chronic pain. Average RIPLS scores also significantly increased ($p=.046$). A content analysis revealed three top workshop learnings as: understanding other discipline roles, ways to manage pain, and importance of a holistic pain management approach.

This innovative workshop, involving five disciplines and delivered within existing course structures, formed a safe student learning environment to increase understanding of discipline roles across health care and prepare students to later co-design and co-deliver a community chronic pain management program. The workshop has potential for wider implementation across health education to foster IPL and enhance workplace readiness.

Alignment

As the Tasmanian population ages, multidisciplinary management of chronic pain will become more prevalent, requiring skilled graduates. Aligning with the University of Tasmania's (UTAS) strategy to offer 'place-based' education attending to the needs of the community, this workshop offers a template for shared learning across curriculum capitalising on multidisciplinary teaching expertise. The workshop addressed siloed course structures and presented students a rare opportunity to engage in IPL with five health disciplines with content focussed on fostering declarative and functioning knowledge³, use of authentic case situations and enabling peer learning⁴. The design of the workshop enabled learning that prepared students for real-world application.

References

- ¹ Parsell G., & Bligh J. The development of a questionnaire to assess the readiness of health care students for interprofessional learning (RIPLS). *Med Educ.* 1999;33(2):95–100
- ² World Health Organisation (2010). *Framework for Action on Interprofessional Education and Practice*. Geneva.
- ³ Biggs, J.B. 2005. Aligning teaching for constructing learning Retrieved August 20, 2008, from: http://www.heacademy.ac.uk/embedded_object.asp?id=21686&filename=Biggs
- ⁴ Richardson, J.C., & Swan. K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks* 7(1), 68-88.

The Practice Manual: a platform for students to showcase skills development and learning

Designing our learning

Authors and presenters*

Andrea Carr, University College
Cherie Hawkins, University College
Christine Angel, University College
Robert Lewis, University College*
Melissa Finnen, University College
Jennifer Kemp-Smith, University College
Ana Lobo, University College*

Abstract

University College (UC) associate degree students are required to maintain a 'Practice Manual' which is an online portfolio. Portfolios have been used in education for years to evidence learning and development, showcase achievement, enable flexibility and creativity, and encourage reflective practice (Stefani, Mason, & Pegler, 2007). However, what is unique and innovative about the 'Practice Manual' is that it has been constructed in PebblePad, in a very different way, and in a way that we were originally advised could not be done. This presentation showcases how the Experiential Education Team constructed this tool, and how it is meaningfully connected to our practice-based curriculum and transferable skills and professional attributes (TSPAs) framework; tailored to each course to ensure purposeful collection of evidence against technical skills; and, most importantly, these online repositories can be individually distributed to students, saved by students and adapted by students.

This ensures that students start their study journey with UC with a ready-made, tailored, and adaptable tool that requires no initial 'set up time' for them. They can then leave with evidence of their acquired knowledge (their academic record and testamur), and also the Practice Manual that captures industry-specific skills, and employability skills (transferable across contexts), and that contains material they can refer back to and add to over time, making it a future-relevant tool for lifelong learning. The presentation showcases the development of an interactive, adaptable, 'student friendly' online portfolio tool that has the potential to benefit cohorts outside of the University College alone.

Alignment

We align to *Our distinctive future* and to *Designing our learning* by demonstrating that University College is providing both a curriculum that supports the development of future-relevant skills and also an innovative tool for students to showcase that development during the course of their study and beyond as practitioners. This tool was developed by University College to align with its practice-based pedagogy and its

transferable skills framework, both of which emphasise the importance of designing a curriculum to enable students to develop and evidence twenty-first century skills.

References

Stefani, L., Mason, R., & Pegler, C. (2007), *The educational potential of e-portfolios: Supporting personal development and reflective learning*. Routledge: Milton Park, Oxin.

Digitally empowering students through authentic leadership

Our digital futures

Authors and presenter*

Kerryn Butler-Henderson, College of Health and Medicine*
Joseph Crawford, Tasmanian Institute of Learning and Teaching

Abstract

Universities have a responsibility to develop students who can engage in digital technologies and are capable of being successful in digital work environments. Innovative organisations integrate digital approaches within their organisational strategy; seeking work ready graduates who can enhance digital services. Yet, many graduates are not digitally fluent, which has contributed to nearly half (44 percent) of companies being unprepared for the digital delivery of services (Kane et al., 2016).

The role of the educator is to address the learning needs of the student and create an environment where students can develop the capability to navigate their future personal and professional lives. Recent theoretical work has sought to understand the role of authentic leader behaviours in managers to develop digital empowerment in their employees (Crawford & Butler-Henderson, 2019). Authentic leader behaviours comprise the synthesis of awareness, sincerity, balanced processing, positive moral perspectives, and informal influence (Crawford et al., 2019). These can facilitate the development of four dynamic digital fluency attributes in employees: awareness, creativity, agility, and learning orientation.

In this presentation, we discuss the transferability of the work on developing digital empowerment from manager to employee into the higher education sector by exploring how teacher behaviours can influence digital empowerment in their students. For this, we begin by explaining how educators are often considered leaders (Muijs & Harris, 2003), and how their behaviours can influence student development. We will conclude by presenting a model of digital fluency in students; informed by an educator's authentic leader behaviour development.

Alignment

The future of digital knowledges will be governed and enabled by students who graduate from universities. This abstract draws on the role of the authentic leader, as an enabler of innovation in practice, which could have implications for blended learning and online pedagogy. This abstract draws on the University of Tasmania's Strategic Direction as a method to maximise student success in Tasmania and beyond, and to recognise that educators need to be people-centric to facilitate higher digital productivity and innovation in their student cohorts. As such, authentic leader development in educators is likely to result in more digitally empowered students.

References

Crawford, J., & Butler-Henderson, K. (2019). Digitally empowered workers and authentic leaders: The Capabilities Required for Digital Services? In K. Sandhu (eds.), *Leadership, Management, and Adoption Techniques for Digital Service Innovation* (n.p.). Hershey, Pennsylvania: IGI Global.

Crawford, J., Dawkins, S., Martin, A., & Lewis, G. (2019). Putting the leader back into authentic leadership: Reconceptualising and rethinking leaders. *Australian Journal of Management*. Advanced Online Publication.

Kane, G., Palmer, D., Phillips, A., Kiron, D., & Buckley, N. (2016). Aligning the organization for its digital future. *MIT Sloan Management Review*, 58(1), n.p.

Muijs, D., & Harris, A. (2003). Teacher leadership—Improvement through empowerment? An overview of the literature. *Educational Management & Administration*, 31(4), 437-448.

Working toward shared goals on a virtual international exchange: Australian x Japanese Collaboration

Designing our learning and Our digital futures

Authors and presenters

Sachiyo Sekiguchi, Visiting Scholar, Asia Institute Tasmania, (Associate Professor, Meiji Gakuin University, Tokyo, Japan)
Yoji Hashimoto, School of Humanities

Abstract

This presentation reports on language students' perspectives on learning through virtual exchange classes at tertiary level. Incorporating the Collaborative Online International Learning (COIL) approach, this cross-institutional project was designed and implemented for students in a Japanese language unit at the University of Tasmania in Australia and those in an English language course at Meiji Gakuin University in Japan. Aiming at developing students' intercultural communication and global leadership skills, this also matches the Japanese government's initiative to foster 'global individuals' through education (MEXT 2012, 2016). The annual programme has been running since 2013, with 30 to 40 students engaging in project-based activities each year. Participating students have worked in cross-institutional teams via teleconference technology and social media in and outside the classroom. Throughout the project timeframe of 12 weeks, all participants work on their joint research project, and are required to make a collaborative presentation relating to their research in the final week of the semester via video-conference link. This virtual exchange environment was created to provide the arenas for digital social engagement and collaboration; providing a quasi-multicultural and quasi-multilingual workplace environment within the curriculum of university. The focuses of this presentation are any evidence of learning or other personal developments found in various student output, including reflective journals and online surveys, and to discuss ways forward. The preliminary findings show that both language and generic skills for global individuals are major learning aspects; generic skills, such as collaboration, communication and team-building skills in cross-cultural settings were mentioned more than language skills were.

Alignment

Our presentation aligns to all the four conference sub-themes – in particular to *Designing our learning* and *Our digital futures*. The design of the digital learning arena in the current project embeds student development through creating innovating programs, with the emphasis on authentic experiential learning and positive digital engagement.

References

MEXT (2012). Project for Promotion of Global Human Resource Development. Available at: <http://www.mext.go.jp/en/policy/education/highered/title02/detail02/sdetail02/1373895.htm> [Accessed February 13, 2018].

MEXT (2016). Supporting for Internationalization of Universities. Available at: <http://www.mext.go.jp/en/policy/education/highered/title02/detail02/1373875.htm> [Accessed May 13, 2019].

History mystery objects, museum quests and yarning stories: using PebblePad workbooks to guide assessment in Humanities and Social Sciences Education

Designing our learning

Authors and presenters

Jennifer Masters, Tasmanian Institute of Learning and Teaching
Louise Zarmati, Faculty of Education

Abstract

Thoughtfully designed assessment needs to be at the heart of learning and teaching. Ideally, assessment tasks should be embedded throughout the learning program and provide tangible representations of significant concepts for the learner as they progress. PebblePad is a 'learning journey' tool that supports embedded assessment through digital asset construction. The PebblePad 'workbook' is a device created by the teacher to support an assessment task through clear and logical steps. The workbook acts as an immediate scaffold for students during a task, as it can be used to present instructions, tips, examples and structures on the page where the students add their response. The proximity between the task directives and response field means that students can address each component of the task sequentially and systematically.

In ESH260: Introduction to Humanities and Social Science Education, a curriculum unit in Education, PebblePad workbooks are used to scaffold the assessment tasks. Each workbook provides an overview page with comprehensive assessment instructions and then subsequent pages where students add or upload the required components of the task. The workbook can 'hold' all types of digital media, so the students can add text, images, audio and video, as required. The students can also hyperlink to external content and additional assets created in PebblePad. The initial workbooks in ESH260 are quite structured, with explicit components, however, the workbooks for the subsequent assignments provide far more flexibility for students and serve as 'assignment containers' where students can respond to the task requirements with originality, imagination and expertise.

Alignment

The workbooks in ESH260 support carefully designed learning experiences that contribute to the students' ongoing growth as a pre-service teacher. The artefacts produced, as the student completes the workbooks, reside in the student's PebblePad asset store and serve as mementos of learning experiences. This alignment of learning and assessment through a portfolio approach provides a collection of evidence that becomes a comprehensive representation of the learning journey, mapped against the Australian Professional Standards for Teachers. Further, it serves as a foundation for reflective practice (Oakley, Pegrum & Johnston, 2014) as the student develops into a qualified teacher and then beyond.

References

Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: lessons learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36-50.

Doctoral futures: are PhD candidates ready to work?

Our student experiences

Authors and presenter*

Sarah Young, PhD Candidate, College of Health and Medicine*
Joseph Crawford, Tasmanian Institute of Learning and Teaching
Jo-Anne Kelder, Tasmanian Institute of Learning and Teaching

Abstract

Contemporary doctoral students face new and unique challenges compared to their predecessors (Crawford & Probert, 2017). Doctoral programs are no longer designed for direct entry into academia (Cuthbert & Molla, 2015), with more PhD candidates graduating in Australia each year than there are available employment places (Beasy, Emery, & Crawford, 2019). Globally, there are more diverse PhD programs being developed, such as national internships in industry (Jones & Warnock, 2015).

This presentation provides an overview of a quantitative survey of 222 doctoral candidates at the University of Tasmania. The results indicate that most doctoral students intended to work in academia and were generally well prepared for such a pathway. Those students who intended to seek work outside of academia were generally the worst prepared for their future career, with an identified skills gap (Molla & Cuthbert, 2015). Compounding these findings, a surplus of candidates were planning to seek academic employment. These findings exemplify the challenge of employability preparedness for non-academically inclined doctoral students, and the importance of highlighting the benefits of liaising with industry during doctoral candidature (Jackson & Michelson, 2014). The opportunity this presentation highlights is to challenge the landscape for learning and teaching within the doctoral setting, with a greater focus on setting reasonable expectations between candidates and their supervisors. The practical implication of our findings is that doctoral training programs will benefit from stronger industry engagement and a willingness to adapt traditional programs for a diverse group of learners.

Alignment

This presentation highlights the importance of assessing the intentions of doctoral students and how this influences their readiness for work. How students experience learning has a direct link to this readiness to enter the workforce. The implications of the findings of this work provide insights into the effect that current doctoral programs have on student experience through the disconnect between perceived and actual outcomes of the learning journey. This overarching aim aligns with the University's Strategic Direction to be people-centred; fostering the needs of a diverse collective of students with wide-ranging career goals.

References

- Beasy, K., Emery, S., & Crawford, J. (2019). Drowning in the shallows: an Australian study of the PhD experience of wellbeing. *Teaching in Higher Education*. Advanced Online Publication.
- Crawford, J., & Probert, D. (2017). *2017 Postgraduate Experience Survey*. Tasmania University Union Postgraduate Council. Report 2, 2017.
- Cuthbert, D., & Molla, T. (2015). PhD crisis discourse: a critical approach to the framing of the problem and some Australian 'solutions'. *Higher Education*, 69(1), 33-53.
- Jackson, D., & Michelson, G. (2015). Factors influencing the employment of Australian PhD graduates. *Studies in Higher Education*, 40(9), 1660-1678.
- Jones, H., & Warnock, L. (2015). When a PhD is not enough: a case study of a UK internship programme to enhance the employability of doctoral researchers. *Higher Education, Skills and Work-Based Learning*, 5(3), 212-227.
- Molla, T., & Cuthbert, D. (2015). The issue of research graduate employability in Australia: an analysis of the policy framing (1999–2013). *Australian Educational Researcher*, 42(2), 237-256.

Diminishing student ambition: is it related to ‘bullshit jobs’?

Our student experiences

Author and presenter

Alison Dunn, Tasmanian School of Business and Economics

Abstract

Leisure studies researchers such as AJ Veal (2019) welcomed the trend of reducing work hours in developed economies, hoping working hours would fall to 15 by the end of the Twentieth Century. In 2019, full employment and full-time employment prevail with visions of a leisure utopia long forgotten. Graeber (2013), speculated that as an alternative to fewer work hours the job market had evolved to the stage that more than 50 per cent of jobs had become ‘pointless’ and that governments are obsessed with the quantity of jobs they strive to create rather than whether these jobs are fulfilling. The data for this study is drawn from a tutorial ice breaking exercise that involved students enrolled in a level one tourism unit over five years. Students asked each other about their motivations, course selection and career aspirations. A quantitative approach analysed the anonymous surveys using SPSS (26) which revealed a distinct rise in the response ‘don’t know’, to many of the intended career questions indicating a worrying rise of uncertainty among our students. Schneider and Stevenson’s (1999) research implied that American teenagers were ambitious to attend university but were uncertain of where their degree might take them. Beaumont, Gedye and Richardson (2016) reported declining confidence in the ability to secure employment and Prendergast (2019) suggested that the current Australian Higher Education ‘system is failing to adequately prepare young people for the workforce.’ This paper does not claim to examine innovation in teaching but hopes to spark a debate about what innovative approaches the University of Tasmania (UTAS) could adopt to aid students grappling with realities such as the gig economy and to boost their ambition, confidence and preparedness for the workforce.

Alignment

This presentation concerns career aspirations of some of our students. The student experience is derived from multiple influences. It is a co-created experience including influences from home, school, work, which are blended with their experiences of higher education. The result is a kaleidoscope of motivations and aspirations that will guide the student in their future life course. In attempting to enhance the student experience, attention could be focussed on crafting optimistic graduates who know how to capitalise on the advantages a degree can bestow. Could UTAS do more to enhance the student experience to encourage the development of optimistic and determined outlooks in our graduates?

References

- Beaumont, E, Gedye, S & Richardson, S 2016, “‘Am I employable?’: Understanding students’ employability confidence and their perceived barriers to gaining employment,” *Journal of Hospitality, Leisure, Sport and Tourism Education*, vol. 19, pp. 1-9.
- Graeber, D 2013, ‘On the Phenomenon of Bullshit Jobs: A Work Rant,’ *Strike*, Issue 3, August 2013.
- Prendergast, K 2019, ‘Reimagining school to employment pathways: Expert panel invites suggestions for 2020 report,’ *Campus Review*, viewed 18 October 2019, <https://www.campusreview.com.au/2019/09/reimagining-school-to-employment-pathways-expert-panel-invites-suggestions-for-2020-report/?utm_medium=email&utm_campaign=CR+BN+Email+-+25+Sep+2019&utm_content=Reimagining+school+to+employment+pathways%3A+expert+panel+invites+suggestions+for+2020+report%2A1%2APR&utm_source=apneducationalmedia.writemsg.com>.
- Schneider, B & Stevenson, D 1999, *The Ambitious Generation: America’s Teenagers, Motivated but Directionless*, Yale University Press, Connecticut.
- Veal, AJ 2019, *Whatever Happened to the Leisure Society*, Routledge, Oxon.

Showcasing the Linking2Bays website

Indigenising learning

Author and presenter

Clair Andersen, Tasmanian Institute of Learning and Teaching

Abstract

Due to colonisation and past assimilation policies Australia's Indigenous peoples, the Aboriginal and Torres Strait Islanders, suffer ongoing effects on their identity, wellbeing, education and employment outcomes, as reflected in their low socio-economic status within the nation (Ryan, 2012; Scott, 2005). Australian Universities are generally white-anglo institutions, with many students having their first connection online. Therefore, it is critical to have a welcoming Indigenous presence to support and attract First Australians to attend higher education (e.g. Teaching and Learning Centre, 2003; University of Western Australia, 2013). This project aimed to create a way for speaking to prospective students; to affirm their right to be in this place as their ancestors have used this land to live and learn for many generations (Baines, 1998; Colbung, 1980; Collard & Harben, 2010). Our goal was to work with community members, Elders, cultural advisors, and students to create a welcoming and affirming space for future students. This involved yarning or discussions and forums over two years to collaborate, research, and collate the information to be shared online. We called this project the Linking of Two Bays to show the ongoing connection between Emu Bay in Burnie and Sandy Bay in Hobart. This history reinforces the palawa connection with these lands and enhances university relevance for palawa staff and students by creating a more inclusive university environment. We anticipate that knowing the palawa history of the land that the University of Tasmania (UTAS) is built on will provide an important learning experience for non-Aboriginal people and promote greater understanding.

Alignment

This specific project titled Linking2Bays identifies how UTAS begins to understand and share the palawa story of place on two of our campuses (Hobart and Burnie). The UTAS *Strategic Direction* identifies the importance of honouring our first people and their ongoing contribution to Tasmania/nipaluna. Any conversation at our university begins with an understanding of the traditional owners and their deep history, and the development of the Linking2Bays website will enable lecturers to embed Indigenous knowledges into contemporary curriculum and enable students to engage with Indigenous knowledges on their own.

References

- Baines, P. (1988). A litany for land. In I. Keen (Eds.), *Being black: Aboriginal cultures in 'settled' Australia* (pp. 227-249). Canberra, Australia: Aboriginal Studies Press.
- Colbung, K. (1980). On being an Aboriginal: a personal statement. In R. Berndt & C. Berndt (Eds.), *Aborigines of the west* (n.p.). Perth, Australia: University of Western Australia.
- Collard, L., & Harben, S. (2010). Nartj Katitj Bidi Ngulluckiny Koorl? Which knowledge path will we travel? *Studies in Western Australian History* 26(1), 75-95.
- Ryan, L. (2012). *Tasmanian Aborigines – A History Since 1803*. Crows Nest, Australia: Allen & Unwin.
- Scott, K. (2005). Guides and explorers: Australia's cultural identity now. *New Literatures Review*, 44(1), 15-22.
- Trees, K. (1998). *Introducing a theoretical argument in narrative and co-existence: mediating between Indigenous and non-Indigenous stories*. Murdoch, Australia: Murdoch University.
- Teaching and Learning Centre. (2003). *Essay writing notes*. Murdoch, Australia: Murdoch University.
- University of Western Australia. (2013). *Boodjar: Nyungar Place names in the South-West of Western Australia*. Perth, Australia. Accessed 14 October 2019: www.boodjar.sis.uwa.edu.au.

Riawunna's murina pathway program

Indigenising learning

Authors and presenters

Ricky Maynard, Riawunna
Jodi Haines, Riawunna

Abstract

The Riawunna Centre provides a range of innovative programs. This presentation will showcase these through the lens of the murina program and take you on a journey from a student experience perspective. We will describe how the murina program is driven by evidence-based initiatives and pedagogy that values Indigenous Knowledges and perspectives. (Biermann & Townsend-Cross, 2008). You will learn how we use strength-based holistic approaches as a buffer to assimilation and colonisation by centring Aboriginal students' lived experiences to ensure the student is valued and safe in a respectful and inclusive learning environment. (Hall, 2015a; Sarra, 2007)

We will showcase innovative curriculum via yarning, guest Aboriginal Knowledge sharers, on country experiences and narrative approaches to engage and inspire student learning. (Andersen, 2012; University of Tasmania 2017). We attempt to blend these approaches with Western scholarship to ensure students are equipped to continue their study pathway, but operate mindfully at the cultural interface with Aboriginal knowledges to empower students to become their own agents of change. (Yunkaporta, 2009; Martin et al., 2017).

We will share our evaluation processes through eVALUate surveys, informal written and face-to-face feedback; providing samples of students' responses and how we respond to this.

We will provide insight into Riawunna's Associate Lecturers' current plans to review and advance the murina program to ensure continued good University of Tasmania (UTAS) curriculum alignment, improved learning and teaching approaches and insight into their respective scholarship journeys. (Walter, 2012; University of Tasmania, 2018; University of Tasmania, 2019).

Alignment

The effect of colonisation has ongoing impacts on the identity, wellbeing, education and employment of Indigenous peoples. The murina program addresses high levels of socioeconomic disadvantage by providing a culturally responsive program to engage Aboriginal students to achieve success (Behrendt, Larkin, Griew & Kelly, 2012).

As part of UTAS's Strategic Direction place-based mission, Riawunna acknowledges and engages Tasmanian Aboriginal people and our connection to Country through the murina program (University of Tasmania, 2018). Indigenising the curriculum increases the accessibility of higher education for Aboriginal people, but can also educate and transform learning for us all. This presentation showcases how Riawunna is contributing to these important UTAS drivers. (University of Tasmania, 2017).

References

Andersen, C. 2012. Teacher Education, Aboriginal Studies and the New National Curriculum. *The Australian Journal of Indigenous Education*, 41, 40-46.

Behrendt, L., Larkin, S., Griew, R., & Kelly, P. 2012. *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report*. Canberra.

Hall, L. 2015. Building resilience for lifelong learning. *Fine Print*, 38, 18-22.

Martin, G., Nakata, V., Nakata, M. & Day, A. 2017. Promoting the persistence of Indigenous students through teaching at the Cultural Interface. *Studies in Higher Education*, 42, 1158-1173.

Sarra, C. 2007. Stronger, Smarter, Sarra (online). *Teacher: The National Education Magazine*, 31-42.

University of Tasmania. 2017. *Strategic Plan for Aboriginal Engagement 2017-2020*, University of Tasmania

University of Tasmania. 2018. *Teaching-Learning. Unit Design. Constructive Alignment*, <http://www.teaching-learning.utas.edu.au/unit-design/constructive-alignment>.

University of Tasmania. 2018. *University of Tasmania Strategic Direction*, <https://www.utas.edu.au/vc/strategic-direction>.

University of Tasmania. 2019. *murina Unit Outlines*, Riawunna, University of Tasmania.

Walter, M. 2012. *Embedding Aboriginal and Torres Strait Islander Presence: Opening Knowledge Pathways Tasmania*, University of Tasmania.

Yunkaporta, T. 2009. *Aboriginal pedagogies at the cultural interface*. Professional Doctorate (Research) thesis, James Cook University

Room	Presentation	Speakers
Stanley Burbury Lecture Theatre	Not aligned and that's a problem: STEM and Education for Sustainability	Caroline Smith Jane Watson
	Short courses from concept to delivery: navigating the way	Joannet Hardenberg
	Using the Wicking Centre's Dementia MOOCs for meaningful research	Maree Farrow
Social Sciences 209	Telling tall tales to go deep	Mark Hovenden
	'It opens up experiences that I would most probably never encounter' digital place-based learning	Jacob Prehn Michael Guerzoni Huw Peacock
Social Sciences 210	A day in the life of an exercise science professional: using PebblePad to track professional experience in exercise and sports science	Jennifer Masters Courtney McGowan
	From file repository to narrative journey: a tri-layered framework for enhancing students' online learning experiences	Bronwyn Eager Jaine Scollard
	Developing an eLearning resource for Chinese-English healthcare interpreters	Liuchun Wang
	Supporting digital engagement: an evaluation of the use of a Guide for effective development and facilitation of online discussion boards	Tracy Douglas Sandra Murray
Social Sciences 211	Workforce analysis approach to new course design	Mikaela Seabourne Fiona Brodribb
	Year 3 Medical Students - A Northwest coast pilot program	Sarvin Randhawa Bradley Williams
	Face-to-face or face-to-screen: how do Psychology students like their practical classes?	Nenagh Kemp
Humanities 346	Pikipiki hama – lashing our canoes together across the oceans: internationalising Indigenous connections – decolonising academic space	Ema Wolfram-Foliaki Hinekura Smith

Not aligned and that's a problem: STEM and Education for Sustainability

Leading our development

Authors and presenters

Caroline Smith, Faculty of Education

Jane Watson, Faculty of Education

Abstract

In schools and in teacher education, there is little critique of the enthusiastic uptake and promotion of STEM (Science, Mathematics, Engineering and Technology). However, if we delve into the origins of STEM, how it is promoted and by whom, it can be argued that STEM is consistent with a neoliberal growthist paradigm (Carter, 2016) and inherently antagonistic to the creation of a sustainable world (Smith & Watson, 2018). At the same time, Education for Sustainability (EfS), which arises from a critical ecological paradigm, has been somewhat displaced by STEM in education at all levels, and along with it, its clear principles and practices which offer a more authentic and grounded way of creating a flourishing world (Smith & Watson, 2019). This impasse would seem to be counterproductive, given the increasingly precarious global situation and the actions and demands now being promoted by school students. This presentation develops this argument and offers examples from the classroom of how STEM can align itself more strongly with the principles of EfS to enhance sustainability.

Alignment

This presentation aligns with the theme *Leading our development* in its focus on developing critique of STEM and questioning its ability to promote solutions to sustainability that go beyond technofixes. This presentation especially emphasises how critique is essential for the development of learning with our students, who otherwise may accept material uncritically. It provides a strong example of the use of critique to unpack the neoliberal foundations of STEM, and how it can be re-framed in terms of the principles of Education for Sustainability, which have the potential to align more closely with the concerns of young people.

References

Carter, L. (2016). Neoliberalism and STEM Education. *Journal for Activist Science & Technology Education*, 7(1), 31-41.

Smith, C., & Watson, J. (2018). STEM: Silver bullet for a viable future or just more flatland? *Journal of Futures Studies*, 22(4), 25-44.

Smith, C., & Watson, J. (2019). Does the rise of STEM education mean the demise of sustainability education? *Australian Journal of Environmental Education*, 35(1), 1-11.

Short courses from concept to delivery: navigating the way

Leading our development

Authors and presenter*

Joannet Hardenberg, School of Nursing*
Bonnie French, College of Health and Medicine

Abstract

Short course development has been an important initiative at the University of Tasmania (UTAS) leading to the creation of many excellent, well regarded programs both locally and globally. The project has grown as part of a strategic direction which encompasses partnership with community to allow responsiveness to educational needs and opportunities at regional, interstate and international levels.

This year, the School of Nursing has dedicated resources in an endeavour to develop a suite of short course offerings.

The process has been unique and exciting as well as challenging. Very early in the piece, a large number of short course ideas and requests presented themselves from numerous sources. Some programs already being delivered needed to be captured. Immediately some decisions needed to be made. Which topics are the highest priority? Are these worthwhile opportunities that meet a need and attract an appropriate audience? To assist with articulation of ideas and decision making a scoping sheet was developed and a working group created.

In order to then present short course ideas to the wider University community and work towards quality deliveries, correct processes needed to be followed. This led to the generation of a flow chart addressing the approval process. A proposal document and budget tool allowed concepts to be presented to the University Short Courses Committee and Provost.

Relationship building has been pivotal to this project. Communicating with external partners and experts alongside working closely with colleagues and the UTAS Short Courses team has allowed projects to come to fruition.

Alignment

Developing initiatives around short courses means that professional development opportunities arise for both students and staff. The contributions university staff make when exploring and responding to educational needs of partners and students are captured and supported.

Students are presented with greater diversity to support their growth. Potential students may explore interests and discover university courses by engaging in short course 'taster' programs or workshops.

Short courses provide an exciting opportunity to explore a broad range of educational interventions. Each offering requires exploration of which strategy best fits the need; whether it be an on-line unit, face-to-face session, a simulation activity, a project within the workplace or combination. In each case, ways which inspire participants to continue growth and potentially partake in further studies need to be considered.

Using the Wicking Centre's Dementia MOOCs for meaningful research

Leading our development

Authors and presenter*

Dr Maree Farrow, Wicking Dementia Research and Education Centre*
Dr Kathleen Doherty, Wicking Dementia Research and Education Centre
Dr Claire Eccleston, Wicking Dementia Research and Education Centre
Aidan Bindoff, Wicking Dementia Research and Education Centre

Abstract

The Wicking Dementia Research and Education Centre runs four Massive Open Online Courses (MOOCs) annually that attract around 80,000 enrolments, thereby providing the community with accurate, up-to-date information about dementia and its prevention. It also provides Wicking Centre researchers with regular access to a large number of national and international research participants. By embedding research activity into our MOOCs, we have been able to evaluate the impact of new knowledge on participants' lives and measure their satisfaction with the course. Feedback is overwhelmingly positive.

Participants are invited to engage with research at the point of signing up; including sharing their demographic data and learning analytics, and indicating their willingness to participate in a range of surveys during the course. Opportunities to participate in research are then offered to different cohorts of participants via the learning management platform.

For example, 2016 and 2017 *Understanding Dementia* MOOC participants were invited to complete the Dementia Knowledge Assessment Scale pre- and post-MOOC. We found significant improvements in dementia knowledge, regardless of prior experience of dementia or educational background, suggesting the MOOC effectively improves dementia knowledge for a diverse group of learners (Eccleston et al., 2019). 2017 *Preventing Dementia* MOOC participants were invited to complete a dementia risk assessment questionnaire pre- and post-MOOC with a 6 month follow up. We found significant and sustained improvements in behaviour related to several modifiable risk factors, suggesting the MOOC enabled participants to potentially reduce their risk of dementia (Farrow et al., in preparation 2019).

Alignment

This presentation aligns to *Leading our development* in several ways. Using MOOCs to conduct research enables accessing large groups of participants and rapid, efficient, inexpensive and robust data collection from participants to inform our understanding of both dementia and dementia prevention in the community. Importantly, it demonstrates significant impact and meaningful development of knowledge in dementia and dementia prevention for our MOOC participants.

References

Eccleston, C., Doherty, K., Bindoff, A. *et al.* Building dementia knowledge globally through the Understanding Dementia Massive Open Online Course (MOOC). *npj Sci. Learn.* 4, 3 (2019) doi:10.1038/s41539-019-0042-4
Farrow, M., et al. The Preventing Dementia Massive Open Online Course results in behaviour change associated with reduced dementia risk. Paper in preparation.

Telling tall tales to go deep

Designing our learning

Author and presenter

Mark Hovenden, School of Natural Sciences (Biological Sciences)

Abstract

Because one can never know the true value of any variable in an ecosystem, biologists need to sample from populations, communities or ecosystems to obtain an estimate of the true value of our variables of interest. Consequently, designing an efficient protocol ensures that samples are representative and adequate; otherwise the sample will not reflect the true value of the variable. But teaching how to collect an adequate and representative sample must be one of the most boring classes imaginable. Traditionally, people have used paper-based approaches and, more recently, computer simulations, but these remain hopelessly uninspiring and rapidly lead to disengagement. In this lightning talk I will describe how I have invented a tall tale in which I embroil the students such that they conspire with me and with each other to try to estimate the true current value of an ecological variable in the University Reserve. The students work in groups, compare their methods and results and, over several iterations, arrive at a sampling strategy by consensus. Both formal and informal comments demonstrate how much the students enjoy the exercise. Moreover, subsequent classes, in which students need to sample, demonstrate the effectiveness of the learning.

Alignment

This presentation is all about how I use a self-driven, collaborative exercise to provide an experiential learning experience right at the start of a unit to engage students in a vital and authentic yet traditionally extremely boring topic.

'It opens up experiences that I would most probably never encounter': digital placed-based learning

Designing our learning

Authors and presenters*

Jacob Prehn, Office of the Pro Vice-Chancellor Aboriginal Research and Leadership*

Michael Guerzoni, Office of the Pro Vice-Chancellor Aboriginal Research and Leadership*

Maggie Walter, Office of the Pro Vice-Chancellor Aboriginal Research and Leadership and School of Social Sciences

Huw Peacock, Office of the Pro Vice-Chancellor Aboriginal Research and Leadership*

Abstract

The world-wide movement towards the provision of on-line courses is stimulating change within the tertiary education system; necessitating a reconsideration of university pedagogical practice, recruitment strategies and marketing image. Alongside the push for technological ingenuity within the on-line modes of education is the recognised need for the Indigenisation of curricula across Australian tertiary and secondary educative institutions. The University of Tasmania has sought to harmonise these two emerging 'frontiers' in education within the on-line unit 'XBR113 Indigenous Life Worlds: Local to the Global' offered by the School of Social Sciences. One such innovative measure trialled within this unit is the virtual touring of Country alongside Indigenous Elders and knowledge holders; bringing together Indigenous epistemologies and place-based learning along with high-quality filming and on-line accessibility. This presentation will examine student eVALUate comments provided between 2017 and 2019 in response to the question 'What are the most helpful aspects of this unit?' Results indicate that the students found the virtual tours of Country to be the most effective and meaningful aspect of the unit overall, suggesting that using digital place-based learning is

a useful method to engage undergraduate students in an Indigenous epistemology and offer a unique experience tailored specifically to the University of Tasmania.

Alignment

The concept of digital place-based learning utilised within XBR113 Indigenous Life Worlds holds intrinsic value insofar as contributing to an improved student engagement with and learning of Indigenous epistemologies through virtual tours of Country. With the University of Tasmania's Strategic Plan 2019-2024 indicating a move towards place-based learning, this aforementioned innovative unit design provides a method of capturing the uniqueness of lutruwita's/Tasmania's natural beauty and deep history, together with Noongar Country (Perth) and the Navajo Nation (Northern Arizona). Further, the virtual tours of Country prioritise an Indigenous voice and worldview which provides students with an experience they 'would most probably never encounter'.

References

University of Tasmania 2019, *University of Tasmania Strategic Plan 2019-2024*, University of Tasmania, viewed 11 September 2019, <https://www.utas.edu.au/_data/assets/pdf_file/0004/1255234/UTAS-Strategy-Document-2019.pdf>.

A day in the life of an exercise science professional: using PebblePad to track professional experience in exercise and sports science

Designing our learning

Authors and presenters

Jennifer Masters, Tasmanian Institute of Learning and Teaching
Courtney McGowan, School of Health Sciences

Abstract

The unit CXA327: Professional Experience in Exercise and Sport provides students with a high impact learning experience (HILE) (Kuh, 2008). In CXA327, students are placed in diverse sports industry settings and, over a 12-week period, are required to identify and log their learning activities as they participate in the work of an exercise science professional. While this form of authentic learning is highly prized by students and academics alike, the program represents a whirlwind of activity, with students needing to log and reflect on several activities each week whilst completing multiple industry-related projects; undertaking a total of 140 hours across the program.

The rationale for using PebblePad in CXA327 was to streamline the paperwork that students needed to complete during the semester and to help them to collect their experiences for future reflection and representation. For the first task, the students filled in a PebblePad template for each logbook/reflection activity where they recorded their learning experience, logged their hours and added setting tags. These log forms were then easily displayed in other PebblePad assets – a weekly logbook portfolio and a logbook activity log for collation and assessment purposes. The students could also create their own activity logs, showing the hours and records sorted by task types and settings, for various audiences and purposes. The students additionally used PebblePad for a reflection diary and two site project reports. Collectively, the resources built in PebblePad provided a detailed and lasting record of the applied learning experience for each student in CXA327.

Alignment

Kuh (2008) identified that high impact learning experiences (HILE), where students are engaged in community-based learning, provide 'experiential learning' that gives students 'direct experience with issues they are studying'. While a HILE is known to increase motivation and enhance student success, the full

impact may not be realised unless the student is encouraged to document the experience and reflect on their growth as a professional as a result of this learning. The students in CXA327 identified that the workbooks served as catalysts for consistent reflection and logging. Further, the activity logs supported them to track and monitor hours and activities.

References

Kuh, G. D. (2008). *High-impact educational practices: what they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

From file repository to narrative journey: a tri-layered framework for enhancing students' online learning experiences

Our digital futures

Authors and presenters*

Bronwyn Eager, Tasmanian School of Business and Economics*

Kim Lehman, Tasmanian School of Business and Economics

Jaine Scollard, Tasmanian School of Business and Economics*

Abstract

Online platforms, such as MyLO, have a vital role to play in delivering quality learning outcomes (Czerkowski & Lyman, 2016). Yet, despite calls for academics to transcend the mindset of online learning environments as file repositories (Conole & Fill, 2005), the practice somewhat persists. Research finds, as does our anecdotal experiences, that students evaluate online materials based on what they find interesting, and what materials represent value-add investments (Biggs & Tang, 2011). When presented with materials, students likely question, 'Why should I bother reading this article?', 'Will watching this video help me complete upcoming assessments?' To be successful in delivering online learning offerings it is necessary for universities to provide students with value-driven offerings, and academics (who may have limited instructional design experience) with templates to guide online unit creation.

The tri-layered framework described in this paper places user experience (UX) at the forefront of MyLO unit design and is aimed at providing a logic to the structure of online learning materials; thereby enhancing students' online experiences and providing a template for academic staff when creating course materials. The three levels of narrative we propose are: (1) unit, (2) module and (3) assessment. The (1) unit-level narrative focuses on signposting/guiding students through the unit, including: an introduction to the module and explanation of how completing the weekly materials will assist in achieving the unit's intended learning outcomes. Students are provided with a self-monitoring checklist of weekly materials and assessment deadlines and a weekly summary. The (2) module-level narrative prescribes the accompaniment of prompting questions with any materials in order to direct the students' engagement with content. Lastly, embedding the (3) assessment-level narrative alongside all materials provides students with justification as to how the provided material(s) helps them complete study tasks and assessments.

The framework was implemented in a third-year undergraduate Bachelor of Business unit – student satisfaction increased (from 2018 to 2019) by ~30% to 99.2% for face-to-face students (flipped learning environment) and ~40% to 90.9% for the online cohort. Further investigation is required to assess the potential of the tri-layered narrative framework in enhancing student experience.

Alignment

Online learning platforms and education models are key components in all domestic and international education markets for the University of Tasmania. It is important for us to continually strive to improve our performance in this area. The framework presented here removes reliance on academic staff to access unit design tools (e.g. University of Tasmania, 2019) and implement best practice approaches, and instead

proposes providing structured templates to guide unit design and achieve a somewhat homogeneous online navigational experience for our students.

References

- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University* (4th ed). Berkshire, England: McGraw-Hill.
- Canole, G., & Fill, K. (2005). A learning design toolkit to create pedagogically effective learning activities. *Journal of Interactive Media in Education*, (1).
- Czerkawski, B. C., & Lyman, E. W. (2016). An instructional design framework for fostering student engagement in online learning environments. *TechTrends*, 60(6), 532-539.
- University of Tasmania. (2019). Planning your Unit. *Teaching and Learning*. Retrieved from <http://www.teaching-learning.utas.edu.au/unit-design/planning-your-unit>

Developing an eLearning resource for Chinese-English healthcare interpreters

Our digital futures

Authors and presenter*

Liuchun Wang, Faculty of Education*
Megan Short, Faculty of Education
Carey Mather, School of Nursing

Abstract

Australia is a multicultural society where interpreters play an important role in enabling effective communication for people with limited English proficiency, especially in healthcare settings. In Australia, Chinese has become the most spoken language after English. There is a great demand for Chinese-English healthcare interpreters and an urgent need for training resources (Vanstone, 2012).

The goal of this study is to explore online pedagogy in healthcare interpreter training and produce an eLearning resource that is tailored to the needs of Chinese-English interpreters working in Australian healthcare settings, test its efficacy and refine it through action research. An identified issue of healthcare interpreter training is the lack of situated learning as practicum in healthcare settings for interpreters is difficult to arrange (Crezee & Ng, 2016; Dean et al., 2003). Web 3.0 tools assist with constructing an authentic and immersive training environment hosted in the learning management system Canvas. Medical factual television-based roleplays combined with collaborative learning tools such as Padlet create a learning space that is similar to real life scenarios.

The production-oriented approach to language teaching (Wen, 2018) provides the framework for the design of the learning resource. Participants are recruited from preservice and practising interpreters in Australia, and data collected includes pre-and-post test results, online questionnaires and evaluations from an expert panel consisting of interpreting scholars and TESOL experts. Data will be triangulated to increase validation.

The study has the potential for improving interpreting quality, reducing unnecessary health expenditure and improving the health outcomes of Chinese in Australia.

Alignment

This presentation aligns to *Our digital futures* as we explore innovative online pedagogy characterised by authenticity, digital interactivity and situated learning. By integrating various innovations such as VoiceThread, Quizlet and Padlet into a learning management system, our online platform offers global access to engaging individual and collaborative learning. Simulations can enable easy access to an authentic and safe learning environment. This is in line with the global connectivity and digital futures themes of the

conference and the *University of Tasmania Strategic Direction* (2018) to deliver online offerings and 'share with a much wider community'.

References

- Crezee, I., & Ng, Eva N.S. (2016). *Introduction to healthcare for Chinese-speaking interpreters and translators*. Amsterdam, Netherlands: John Benjamins.
- Dean, R. K., Davis, J., Dostal-Barnett, H., Graham, L. E., Hammond, L., & Hinchey, K. (2003). Training medically qualified interpreters. *RID Views*, 20(1), 9-12.
- Vanstone, R. (2012). *Exploring Barriers and Facilitators to the Use of Qualified Interpreters in Health*. Foundation House Discussion Paper, Melbourne. Retrieved from <https://refugeehealthnetwork.org.au/wp-content/uploads/Interpreters+in+health+discussion+paper+FINAL.pdf>
- Wen, Q. (2018). The production-oriented approach for teaching university students English in China. *Language Teaching*, 54(4), 526-540.

Supporting digital engagement: an evaluation of the use of a Guide for effective development and facilitation of online discussion boards

Our digital futures

Authors and presenters*

Tracy Douglas, School of Health Sciences*
Carey Mather, School of Nursing
Louise Earwaker, University Library
Allison James, Australian Maritime College
Sandra Murray, School of Health Sciences*

Abstract

Facilitating student involvement is integral for successful student engagement when using digital technologies. Academic staff therefore need to be confident in offering an online pedagogy to enable peer-peer learning using a networked approach to learning and teaching. Facilitated asynchronous online discussion boards are known to provide a flexible, constructive form of professional learning to support student learning (e.g. Thomas & Thorpe, 2019) and enable currency of unit content – which prompted us to develop a Guide for the effective use of online discussion boards. Evaluation of the usefulness of the Guide (launched at the University of Tasmania in 2018) gives a snapshot of the worth of this resource within and beyond the University of Tasmania (UTAS).

Google analytics and download data from the UTAS Open Access Repository (ePrints) analysed using Excel (VXX) indicate that the guide has been downloaded mainly from within Australia but also from China, South East Asia, North America, the United Kingdom and Germany, using a variety of search engines. Access to the guide increases during advertising campaigns and at the beginning of the main semesters with visitors accessing specific information according to relevant needs rather than browsing. There is a high proportion of new sessions each month indicating that the Guide is appealing to a growing audience over time. Communications with UTAS staff indicate that it has been a valuable resource to enhance online communication. Findings indicate that the Guide is contributing to interest in the pedagogical use of online discussion boards at a global level.

Alignment

This presentation aligns with *Designing our learning* and *Our digital futures*. As academics evolve contemporary learning and teaching practices encompassing a digital world, resources become imperative to

achieving engaging pedagogical frameworks. The online discussion board Guide developed at UTAS provides academics with a resource that can enhance student engagement online and provide guidance to the development of learning activities in an asynchronous digital world applicable to multiple disciplines globally. The Guide supports facilitators' confidence and capabilities in using discussion boards; enabling positive digital engagement.

References

Thomas, G., & Thorpe, S. (2019). Enhancing the facilitation of online groups in higher education: a review of the literature on face-to-face and online group-facilitation. *Interactive Learning Environments*, 27(1), 62-71.

Workforce analysis approach to new course design

Our student experiences

Authors and presenters*

Mikaela Seabourne, University College*
Fiona Brodribb, University College*
Brianna O'Shea, University College
Anna Carew, University College

Abstract

Workforce analyses undertaken by Tasmanian and Australian industry peak bodies have identified key skills shortages that threaten industry viability (Hays n.d.). For example, the Civil Contractors Federation has highlighted an aging workforce and a lack of middle-management leadership skills as a significant gap in the civil construction sector (Civil Contractors Federation 2016).

The University College (UC) has taken a 'workforce analysis' approach to identifying, costing and designing Diploma and Associate Degree qualifications to directly address skills shortages in Tasmania in cybersecurity, equipment manufacturing and construction management. The founding rationale is that students in these courses need to graduate into a job market that will offer them immediate employment options. While not in keeping with the university sector's more traditional 'academic' identity, higher education providers have a role to play in addressing skills shortages.

In this paper we present the steps of a workforce analysis approach to course design and provide examples of its application by UC for developing new courses.

In broad terms, the steps of this workforce analysis approach to course design are:

- 1/ Job advertisement and industry skill report analysis
- 2/ Training provision analysis
- 3/ Industry consultation
- 4/ Drafting a course structure
- 5/ University of Tasmania (UTAS) consultation
- 6/ Follow-up industry consultation
- 7/ External review
- 8/ Follow-up UTAS consultation
- 9/ UTAS course approval documentation.

This workforce analysis approach has enabled a balance between a 'vocational' and an 'academic' focus for our students, while building relationships between UC and the appropriate industries; supporting our students to form connections with potential employers during their UC education.

Alignment

This presentation aligns with *Our student experiences*:

1. The workforce analysis approach identifies skills and knowledge that students need to graduate into jobs/roles that exist in the Tasmanian economy, while aligning with the UC strategy for supporting the Tasmanian economy (University of Tasmania 2018). Vocational preparation and employment soon after graduation are a high priority for students who are self-supporting or come from families with few financial resources.
2. Workforce-analysis-based course design improves students' experiences of entering the workforce by providing a firm understanding of their chosen industry. This understanding affords students confidence in their abilities and understanding of industry expectations, and allows students to identify areas of personal interest.

References

Civil Contractors Federation, 2016, *Consultant's Report to the Civil Construction Industry Tasmanian*, viewed 17 October 2019 https://www.skills.tas.gov.au/employersindustry/workforceplans/Civil-Construction-Consultants_Report_to_Industry.pdf.

Hays, n.d., *Cyber Security Talent Report Addressing the Skills Gap*, viewed 17 October 2019 https://www.hays.com.au/cs/groups/hays_common/@au/@content/documents/webassets/hays_2051431.pdf.

University of Tasmania, 2018, *University of Tasmania Strategic Direction*, viewed 17 October 2019 https://www.utas.edu.au/_data/assets/pdf_file/0004/1170409/UTAS-Strategic-Direction-Brochure.pdf.

Year 3 Medical Students – a Northwest coast pilot program

Our student experiences

Authors and presenters*

Lizzi Shires, Rural Clinical School
Sarvin Randhawa, Rural Clinical School*
Bradley Williams, Rural Clinical School*

Abstract

The rural clinical school of Burnie hosted a group of third year medical students for 6 months this year for the first time. Four medical students participated in this project, three of whom are originally from the Northwest coast. One of the students has a 3-year-old child and welcomed the opportunity of being closer to her family. Their teaching was delivered through a combination of livestreamed lectures, face-to-face tutorials delivered by rural clinical school staff and a range of hospital, general practice and community placements. There have been several efforts to support satellite university campuses in peripheral regions.^[1] Some reports suggest these efforts have widened the access to higher education, and contributed to community engagement and better student experience.^[1] Furthermore Rural clinical school students have been shown to come back to regional areas, although this may take some time.^[2] Hence innovative strategies to deliver teaching at peripheral locations is expected to increase rural student participation and, ultimately, retention of medical professionals.

Alignment

The pilot program enables teaching which would otherwise only be possible on campus to be undertaken by distance; this has been made possible by utilisation of live streaming for the didactic lectures and face-to-face support by General Practice academics who deliver a flipped classroom model of teaching; focussing on practical skills and authentic learning to best prepare the students for clinical exposure in years 4 and 5.

Two major barriers to rural students' participation in higher education are cost and distance (which otherwise may have precluded them from pursuing a career in medicine),^[3] both of which are addressed in part by allowing students to return home closer to their support networks.

References

1. Rossi F, Goglio V, Satellite university campuses and economic development in peripheral regions, *High. Educ. Stud.* [Internet], 2018 Aug 21 [cited 2019 Sep 12]. Available from: <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1506917>
<http://dx.doi.org/10.1080/03075079.2018.1506917>
2. Moore M, Burgis-Kasthala S, Barnard A, Hall S, Marks S, Rural clinical school students do come back: But it may take time, *AJGP* [Internet], 2018 Nov [cited 2019 Sep 12];40(11):812-4. Available from: <https://www1.racgp.org.au/ajgp/2018/november/rural-clinical-school-students-do-come-back>
<http://dx.doi.org/10.31128/AJGP-02-18-4505>
3. Gale T, Tranter DB, Hattam R, Comber B, Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students, *Component A: A review of the Australian and international literature* [Internet], South Australia: National Centre Student Equity in Higher Education; 2010 [cited 2019 Sep 12]. 87 p. Available from: <http://dro.deakin.edu.au/eserv/DU:30040776/gale-interventions-componenta-2010.pdf>

Face-to-face or face-to-screen: how do Psychology students like their practical classes?

Our student experiences

Author and presenter

Nenagh Kemp, School of Medicine (Psychology)

Abstract

For many students today, 'going to uni' requires attending classes, but also juggling work and family commitments. In response to these changing needs, and the increasing importance of digital interaction, most universities offer both face-to-face and face-to-screen learning opportunities. However, the scant research comparing students' experiences of these two modalities is contradictory (e.g. Davies & Graff, 2005; Hobbs, 2002), and students have little opportunity to influence how their classes are offered. Our previous research (Kemp & Grieve, 2014) found that Psychology undergraduates' preferences about prac class modality varied with activity type. Students preferred to engage in class discussions face-to-face, but in written activities online; consistent with some previous findings (e.g. Robinson & Hullinger, 2008). However, they showed no quantitative difference in their learning between the two modalities. In the present study, two cohorts of Psychology third-year undergraduates ($n = 53$ and 77) rated their experience of both face-to-face and online pracs in one unit. In both cohorts, students reported putting more effort into, and learning more from, face-to-face than online classes. The reasons for these responses were analysed quantitatively and qualitatively. The benefits of face-to-face classes focussed on engaging with peers and meeting the tutor's (perceived) expectations, while the benefits of online classes were mainly the speed with which they could be dispensed with. These responses suggest the student experience could be enhanced by a thoughtful combination of online and face-to-face classes. The University of Tasmania (UTAS) provides the 'right size' to tailor teaching like this; improving learning access and quality across our regions.

Alignment

Our student experiences. UTAS students come from a range of backgrounds, and are juggling a range of extracurricular commitments while they complete their studies. Our students may have a variety of reasons for appreciating both the flexibility of online learning and the engagement of face-to-face classes, especially with our often relatively small class sizes and the opportunities to interact with teaching staff. By actively

listening to students' preferences and responses to the different modalities of learning that we can offer, we can provide a great student experience that is tailored to students' needs for both efficiency and interaction.

References

- Davies, J., & Graff, M. (2005). Performance in e-learning: online participation and student grades. *British Journal of Educational Technology*, 36, 657–663. <http://dx.doi.org/10.1111/j.1467-8535.2005.00542.x>
- Hobbs, D. (2002). Constructivist approach to web course design: a review of the literature. *International Journal of E-Learning*, 1, 60–65. Available online at: <http://www.editlib.org/p/10821>
- Kemp, N., & Grieve, R. (2014). Face-to-face or face-to-screen? Undergraduates' opinions and test performance in classroom versus online learning. *Frontiers in Psychology*. <http://dx.doi.org/10.3389/fpsyg.2014.01278>
- Robinson, C. C., & Hullinger, H. (2008). New benchmarks in higher education: student engagement in online learning. *Journal of Education for Business*, 84, 101–109. <http://dx.doi.org/10.3200/JOEB.84.2.101-109>

Pikipiki hama – lashing our canoes together across the oceans: internationalising Indigenous connections – decolonising academic space

Indigenising learning

Authors and presenters

Ema Wolfgramm-Foliaki, Centre for Learning and Research in Higher Education (CLeaR) University of Auckland

Hinekura Smith, Centre for Learning and Research in Higher Education (CLeaR) University of Auckland

Abstract

Connection and collaboration is a critical part of teaching, learning and research. As Indigenous academics we actively seek to (re)connect and collaborate in ways that centre our knowledge, language and ways of being. In this presentation we will discuss how from this localised Indigenous identity, our collaborations can cross oceans extending to international contexts with other Indigenous and non-Indigenous allies.

The Tongan proverb '*pikipiki hama kae vaevae manava*' means to lash the outrigger of a canoe (Tuia Atua Tamasese Taisi Efi, 2003) to another in order to share stories and resources; to sustain and gain stability, connect and collaborate. We use this proverb to conceptualise how we make purposeful and deliberate connections with one another and, more specifically, Oceanic connections within the context of teaching, learning and research. *Pikipiki hama* is a framework underpinned by cultural values and traditional ways of being that embodies interdependence while maintaining independence and autonomy. Further, it demonstrates how we can effectively navigate this space known as 'academe' where sharing of resources and knowledge is key to our success. As a framework it promotes our coming together as teachers, learners and family members together with the wider community to share and learn from one another.

In this presentation we demonstrate how we, as Oceanic and Indigenous Peoples, can employ our ways of being and traditional knowledge to disrupt and interrogate Western forms of learning and teaching practices. Frameworks and pedagogies that are underpinned by Indigenous values and ways of being resonate with our students as they support and advance their success.

Alignment

Indigenising learning – an innovative Indigenous approach to collaborating and connecting with a view to international teaching, learning and research connectivity.

References

Tui Atua Tupua Tamasese Efi. (2003). In search of meaning, nuance and metaphor in social policy. *Social Policy Journal of New Zealand*, 20, 49-83.

The Duologue is an informal conversation between two conversationalists. In this Duologue Professor Richard Eccleston, the host, will guide conversation, keeping it fast-paced but reflective. The theme is *Creating teaching and research synthesis in a place-based and globally-connected University*, with Professor Long representing expertise in teaching, and Professor Koutoulis representing expertise in research.

Professor Richard Eccleston – Host



Richard Eccleston is Professor of Political Science and founding Director of the Institute for the Study of Social Change at the University of Tasmania. He is a specialist in political economy and has published on a wide range of topics; from place-based community development to international tax avoidance.

Before joining the University of Tasmania, he completed a PhD at the University of Queensland and was a member of Griffith University's Centre for Governance and Public Policy,

Richard is the author of six books and over 70 articles and chapters on various aspects of comparative politics and economic policy. He has been

awarded four ARC Discovery grants since 2010 and was a 2014 Fulbright Senior Scholar based in Washington DC.

Richard is a passionate Tasmanian, and most of his recent work focuses on applied research and engagement designed to improve local social and economic outcomes. He also takes a keen interest in Tasmanian politics, and is a respected commentator on local and national political affairs.

Professor Jane Long



The University of Tasmania's Provost, Professor Jane Long, has a wealth of senior executive and management experience, depth of sectoral knowledge, and an impressive resume as a working academic and researcher. Her disciplinary background is in modern British history and gender relations; specialising in the history of poverty and the welfare state. Teaching for many years the history of modern Europe from the mid-nineteenth century to the present, she has also researched and published in areas relating to the cultural and political impact of digital technologies, with a particular focus on notions of identity.

In relation to the Australian higher education sector, Professor Long is passionate about gender equity and diversity, with a strong commitment to values-based, people-centred leadership. She draws on that context to inform her current work on the University of Tasmania's *People Strategy*.

Professor Long's previous roles included Senior Deputy Vice-Chancellor at La Trobe University, and senior central and faculty-based leadership at the University of Western Australia.

An alumna of the University of Western Australia (BA [Hons], MA, PhD), Professor Long joined the teaching staff there in 1995; becoming Director of the Centre for Women's Studies and Associate Dean in the Arts Faculty in 2002, and then the pan-university Dean of Undergraduate Studies in 2004. Subsequent executive and senior management roles at UWA included that of Pro Vice-Chancellor (Teaching and Learning) and Pro Vice-Chancellor (Education). She was Winthrop Professor of History from 2008-2012.

As Senior Deputy Vice-Chancellor at Melbourne's La Trobe University, itself a multi-campus institution, Professor Long's responsibilities included oversight of the Academic, International, Education, Library, Equity and Indigenous portfolios, and deputy to the Vice-Chancellor.

In her career, Professor Long has led numerous initiatives and projects which combined policy development, strategic investment, curriculum implementation, and systemic innovation to promote higher-quality learning, greater social justice and inclusion, alignment of university programs to graduate needs, academic workforce development, and more.

She has also assumed a wide range of national leadership and representation roles; chairing both the Universities Australia/Professions Australia working group on guidelines for processes of professional accreditation within universities and UA's DVC (Academic) Committee; the latter a peer-elected appointment. She was UA's nominee to the TEQSA National Reference Group on transition to the new Higher Education Standards. Other senior sectoral roles included membership of the Innovative Research Universities DVC (Academic) Committee and the Group of Eight Universities Academic Policy Committee.

Professor Long has been an active mentor of colleagues, and is the recipient of two national Carrick Institute for Higher Education Awards: the institutional award for programs that enhance learning in postgraduate education; and an individual award for outstanding and sustained contribution to student learning.

Professor Long is a Fellow of the Royal Historical Society (London) and a Fellow of the Australian Institute of Company Directors.

Professor Anthony Koutoulis



Professor Anthony Koutoulis is Deputy Vice-Chancellor (Research) and Professor of Plant Science at the University of Tasmania. For the last 15 years, Professor Koutoulis has served in a leadership role at the University of Tasmania; either as a Head of School or Associate Dean Research, and served on the University's Council, Academic Senate and numerous University committees. In recent times, he has provided academic leadership to the University's Transformation Program currently underway in northern Tasmania and in the preparation of the University's application for an Athena SWAN Bronze Award.

Professor Koutoulis completed his BSc(Hons) and PhD at the School of Botany, University of Melbourne. He undertook post-doctoral research at the University of Adelaide and Worcester Foundation for Biomedical Research in Massachusetts, USA before joining the University of Tasmania in 1996.

With an international reputation in hop (*Humulus lupulus* L.) research, Professor Koutoulis' work spans cell and molecular biology, plant breeding, genetics, analytical chemistry and biotechnology. Working collaboratively with industry and government agencies for over 20 years, he aims to make a positive contribution to the bio-based economy and regional communities in the global context. He has attracted over \$11 million in research funding, and continues his research.

A firm believer in the role universities play in both developing individuals and transforming societies, Professor Koutoulis has maintained a strong teaching practice for the last 23 years. He has developed courses and undertaken major curriculum reviews in the Biological Sciences, and his teaching has been recognised at both a local and national level. He is especially passionate about training the next generation of scientists.

Learning with Play – 2.30-3.15

A series of Pictionary activities with leaders from across the University, hosted by Tyson Wienker. The leaders will be guessing abstract terms designed from the sessions during the day. The audience will be guessing the presentations the word stems from, as part of a Trivia Matters round.



Tyson Wienker – Host

Director, Digital Futures
Academic Division

Associate Professor Kerrynd Butler-Henderson

Digital Innovation in Health and Health Pedagogy
College of Health and Medicine



Dr Clayton Hawkins

Senior Lecturer
University College

Dr Erin Roehrer

Lecturer
School of Technology, Environments, and Design



Dr Seedwell Sithole

Associate Dean (Learning and Teaching)
College of Business and Economics

University of Tasmania Teaching Awards

The University of Tasmania's Teaching Awards provide an opportunity for academic and professional staff to be recognised and rewarded for their teaching contributions and their ongoing commitment to professional learning and practice in the learning and teaching domain. The Teaching Awards Program is designed to offer a supportive pathway to the Australian Awards for University Teaching.

Congratulations to the recipients of this year's Vice-Chancellor's Awards and Citations for Outstanding Contributions to Student Learning.

Vice-Chancellor's Awards

Vice-Chancellor's Awards for Teaching Excellence:

A/Prof Kristyn Harman, School of Humanities

A/Prof Tracey Muir, Faculty of Education

Vice-Chancellor's Medal for Sustained Commitment to Teaching Excellence:

Professor Sankar Sinha, School of Medicine

Citations for Outstanding Contributions to Student Learning

Recipients	Citation
Dr Pieter Van Dam (School of Medicine)	For academic leadership and innovation that has influenced learning and teaching by creating Australia's first tertiary Clinical Redesign Course contributing to sustainable healthcare.
Mr Richard Say (School of Nursing)	For modelling empathy and respect in the design and delivery of a nursing unit; empowering students by supporting and motivating them.
Dr Isabel Wang, School of Humanities)	For sustained commitment in curriculum design and the development of experiential, innovative and inspirational approaches to students' learning in an undergraduate Chinese language program.
Dr Louise Zarmati (Faculty of Education)	For continuously motivating and inspiring pre-service teachers' learning through innovative, on-going assessment that constructively aligns curriculum, pedagogy and self-learning.
Professor Stefan Petrow (School of Humanities)	For engaging teaching that creates positive learning environments, inspires students with rich teaching resources to explore Australian history from multiple perspectives and sharpens writing skills.
The Blended Learning Unit Team – Beverly Goldfarb (lead), Melinda Standish, Richard Barker, Nigel McKinlay, Jamie Dobbs, Scott	For institutional leadership that fosters innovative learning and teaching in collaborative partnership with academics and peers; ultimately enhancing the student experience and inspiring cultural change.

McIntyre, Justin Emery (College of Arts, Law and Education)	
The Classics Team – Dr Jayne Knight (lead), Dr Jonathan Wallis, Dr Graeme Miles (College of Arts, Law and Education)	For creative, collaborative and inclusive teaching practice that maximises student engagement and leads innovation in blended learning and teaching in our School and discipline.
Dr Nicole Crawford, University College	For implementing and enabling an inclusive, student-centred and holistic approach to student learning that fosters engagement and wellbeing and provides proactive supports for all students.

Higher Education Academy Fellowships

In 2016, the University of Tasmania became one of four Australian universities to be accredited to award fellowship for teaching excellence by the Higher Education Academy (HEA).

There are four pathways to recognition; two taught (ELT501 and the Graduate Certificate in University Learning and Teaching) and two experienced (requiring the development of a reflective account of professional practice against the UK Professional Standards Framework).

The following people have been recognised with HEA fellowship in Semester 2, 2018, and Semester 1, 2019.

Associate Fellows of the Higher Education Academy:

Sarah Andrewartha
Desmond Ayentimi
Janine Chang Fung Martel
Yong Yau Paul Chia
Tristan Derham
Farveh Farivar
Kathryn Fennell
Jodi Haines
Jessica Hammersley
Elaine Hart
Gholamreza Kefayati
Jodie Lee
Christopher Mabin
Michael Macartney
Shruti Nath
Tess Nikitenko
Maxwell Opoku
Julia Pankowski
Nibu Parameswaran Nair
Michelle Parks
Maryam Rouhi
Mohammed Salahudeen
Tim Strong
Kate Talsma
Catherine Tyson
Suzanne Waddingham

Fellow of the Higher Education Academy

Heinrich Oosthuizen

Senior Fellow of the Higher Education Academy

William Baker

The role of interdisciplinarity in 21 st century transformative pedagogies: experiences of the Cradle Coast Academic Community of Practice Caroline Smith	How do we equip agricultural students for success in extension careers? A student's perspective using climate resilience as a case study Joanna Jones, Janine Chang Fung Martel	Teaching the Teacher: preparing and supporting HDR and ECR tutors Joseph Haddon, Honey Dower
XBR112 – Humans: Earth Shapers infographics display Karin Orth	Designing our [online] learning to foster capability in postgraduate Neonatal Intensive Care Nursing Patricia Bromley	How can we incorporate staff wellbeing into learning design? Beth Penrose, Saideepa Kumar, Sarah Andrewartha, Janine Chang Fung Martel
Applying the LEAN principle to referencing styles Scott Wylie, Jennifer Ayton	Fostering critical thinking in seafarer students Umar Raza Khan	

The role of interdisciplinarity in 21st century transformative pedagogies: experiences of the Cradle Coast Academic Community of Practice

Designing our learning

Authors and presenter*

Caroline Smith, Faculty of Education*

Merete Schmidt, School of Social Sciences (Sociology and Criminology)

On behalf of the Cradle Coast Academic Community of Practice

Abstract

The unprecedented challenges of the Anthropocene epoch such as climate change, food insecurity, poverty and changing labour market conditions are too complex to be managed by any one discipline or sector alone. Their understanding and solutions require frameworks drawn from fields such as integral thinking (e.g. Wilber 2001), interdisciplinarity and transdisciplinarity (e.g. Nicolescu 2011; Morin 1999). Universities have a responsibility to draw on these principles in their course offerings to ensure graduates are well-equipped to tackle the complex challenges we face.

The Cradle Coast Academic Community of Practice (CCACoP) is a cross-disciplinary group of academics working at the University of Tasmania's Cradle Coast Campus. Being part of a small, regional campus enables staff to work formally and informally in interdisciplinary teams (Regional University Network 2018), and this has provided CCACoP members with authentic and innovative experiences of interdisciplinarity as a learning and problem-solving tool; for example in relation to improving student engagement and developing research projects.

It is the group's reflections on its own experiences of interdisciplinarity that is enabling CCACoP members to provide creative insights into conceptualising how to prepare graduates to develop authentic and innovative solutions to the challenges of the contemporary world. A pedagogical approach drawing on these insights could involve staff actively modelling team work and collaboration through co-teaching units, and co-

designing and co-mentoring student projects to provide a deep understanding of the importance of interdisciplinarity in addressing contemporary challenges.

This poster presentation describes some of the group's reflections on their own experiences of interdisciplinarity and shows the process of framing a new interdisciplinary, place-based degree; expected to be offered in 2021.

Alignment

This presentation aligns with *Leading our development*. The interdisciplinarity that characterises formal and informal interactions within the CCACoP has provided staff with authentic opportunities to develop their research networks and teaching skills. For example, discussions of learning and teaching approaches across disciplines have encouraged staff to learn from each other and utilise learning and teaching approaches which are relevant to local students. The success of this approach is evident in the high retention rates at the Cradle Coast Campus; especially in the BA program. Members of the CCACoP continue to develop their thinking about learning and teaching in their work on conceptualising a new Cradle Coast based degree.

References

Morin, E. (1999). *Seven complex lessons in education for the future*. Paris, France: UNESCO.

Nicolescu, B. (2011). Methodology of transdisciplinarity-Levels of reality, logic of the included middle and complexity. In A. Ertas (Ed.), *Transdisciplinarity: Bridging science, social sciences, humanities and engineering* (pp. 22-45). Austin, TX: The Atlas Publishing.

Regional University Network (2018): A Performance Framework for Regional Universities. RUN Workshop paper
<http://www.run.edu.au/resources/RUN%20Performance%20framework%20final%20report%2012%20June.pdf>

Wilber, K. (2001). *The theory of everything*. Boston, MA: Shambhala.

How do we equip agricultural students for success in extension careers? A student's perspective using climate resilience as a case study

Designing our learning

Authors and presenters*

Venkata Aravind Kadali, Tasmanian Institute of Agriculture Student

Janine Chang Fung Martel, Tasmanian Institute of Agriculture*

Joanna Jones, Tasmanian Institute of Agriculture*

Abstract

Equipping agriculture graduates with the skills to tackle wicked problems is a major challenge facing universities around the world. Climate resilience is one such case study of relevance to the agriculture sector. The end goal needs to be graduates with the skills and confidence to take up careers in extension; to build climate resilience in the agriculture sector. Agricultural extension can be thought of as the application of scientific research and new knowledge to agricultural practices through farmer education. Training of future extension agents will require more than just a focus on the technical and analytical aspects of climate change; including the highly complex policy issues, the multiple causal factors and appreciating the high levels of disagreement about the nature of the problem and the best way to tackle it. Students will also need training in cross-cutting skills so that the graduate is able to actively participate, make decisions and engage in public debates; skills which are taught outside traditional lecture theatres and laboratories. Skills such as communication, problem-solving and critical thinking must be taught explicitly, and students given the

opportunity to practice (Fryer-Edwards et al., 2006; MacKnight, 2000; Seat & Lord 1998). This poster is centred around the philosophy that innovative curriculum can be a catalyst for student learning. The way that our students learn is changing, so as teachers we need to be creative about how we provide learning opportunities; particularly when tackling teaching wicked challenges such as climate resilience. This poster presents a shared view from a student, an early career academic and a senior lecturer, all within TIA.

References

- Fryer-Edwards, K., R. Arnold, W. Baile, J. Tulsy, F. Petracca. (2006). Reflective teaching practices: an approach to teaching communication skills in a small-group setting. *Academic Medicine*, 81(7), 638-644.
- MacKnight, C. B. 2000. Teaching critical thinking through online discussions: faculty can play a key role in fostering critical thinking among students using Web communication tools. *Educause Quarterly*, 4, 38-41.
- Seat, E., & Lord, S. M.. 1998. Enabling effective engineering teams: a program for teaching interaction skills. *28th Annual Frontiers in Education Conference. Moving from 'Teacher-Centered' to 'Learner-Centred' Education*. Tempe, AZ, USA.

Teaching the teacher: preparing and supporting HDR and ECR tutors

Our student experiences

Authors and presenters

Joseph Haddon, Politics and International Relations
Honey Dower, History and Classics

Abstract

Learning how to teach is fundamental to the experiences of Higher Degree by Research (HDR) candidates and Early Career Researchers (ECRs). Yet on-campus tutorial environments can be challenging spaces for those new to teaching. The increased casualisation of the academic workforce and a desire on the part of institutions to provide teaching opportunities presents a problem. With little formal training, marginal support and no attempts to foster communities between HDRs and ECRs, many new tutors start teaching without feeling adequately prepared for the semester or semesters to come. Taking together both the positive relationship between emotions and teacher training (Postareff & Lindblom-Ylänne 2011), and the crucial role of self-confidence in training environments (Sadler 2014), this presentation presents a blueprint for change by analysing the role of an initiative organised and led by those new to teaching. In 2019, research students and ECRs across the social sciences and humanities came together at their own initiative to form an 'engagement network' with the aim of forging positive pre-classroom experiences in the development of teaching practice. Areas of focus included practical classroom preparation; enabling safe classrooms for diverse students; candid discussions on mental health and overcoming confidence barriers; effectively navigating online learning spaces; and building active tutor-student engagement into lesson plans. Subsequently, qualitative analysis of this network has led to a transferable model of preliminary community practice which aims to complement existing teacher induction programs. It will be suggested that an approach that centres on the self-organisation and agency of new teachers increases their performance in the crucial early experiences of delivering unit content.

Alignment

This presentation gives the outcomes of a Peer Learning Circle (PLC) that focussed on the ability of Higher Degrees by Research (HDR) and Early Career Researchers (ECR) to deliver tutorials for on-campus undergraduate students at the University of Tasmania. As tutorial sessions are a significant and lasting experience for students, we believe that preparing new tutors is essential to the longevity and quality of higher education. Based on the results of our PLC, we posit that the formation of formal or informal peer

learning communities across the university is an underexplored opportunity for engaging, supporting, and empowering HDR and ECR tutors.

References

Postareff, L., & Lindblom-Ylänne, S. 'Emotions and confidence within teaching in Higher Education' *Studies in Higher Education* 36:7 (2011), pp. 799-813. <http://dx.doi.org/10.1080/03075079.2010.483279>

Sadler, I. The role of self-confidence in learning to teach in Higher Education, *Innovations in Education and Teaching International* 50:2 (2013), pp. 157-166. <http://dx.doi.org/10.1080/14703297.2012.760777>

XBR112 – Humans: Earth Shapers infographics display

Designing our learning

Teaching staff and presenter*

Karin Orth, School of Natural Science (Earth Sciences)*

Graham Wood, School of Humanities

Greg Jordan, School of Natural Sciences (Biological Sciences)

Zanna Chase, Institute for Marine and Antarctic Studies

Joanna Vince, School of Social Sciences

Display

A display featuring some of the lively and interesting infographics produced by students of XBR112 Humans: Earth Shapers. This unit is part of the Diploma of Sustainable Living.

Designing our [online] learning to foster capability in postgraduate Neonatal Intensive Care Nursing

Designing our learning

Author and presenter

Patricia Bromley, School of Nursing

Abstract

Capable graduates are required to be work ready with easily transferable skills and capabilities (The Foundation for Young Australians 2016). Institutions of higher education are required to develop graduates who are employable in a rapidly changing occupational world (Coetzee 2014). Stephenson and Yorke (2012) recognise that capability is a broader concept than that of competence, while Mezirow and Taylor (2009) describes the 'disorientating dilemmas' as a place where people learn best when pushed just a little outside their comfort zones.

Bromley (2018) identified that the Capable Neonatal Nurse can be relied on to work just as well in familiar and unfamiliar environments, with a justified confidence in her or his clinical decision making; with well-developed clinical reasoning skills providing the means to devise novel solutions to unfamiliar problems.

Designing [online] learning to facilitate development of capability in nurses working in clinical practice requires not just an intimate understanding of the specialist clinical area; it also requires inclusion of innovative learning strategies. Presenting the online students with 'disorientating dilemmas' pushes them just a little outside their comfort zones, to work within an unfamiliar environment, and find novel solutions to unfamiliar problems. For example, the neonatal nursing students in postgraduate studies at the University

of Tasmania undertake a small research project where they are required to overcome technical challenges of presenting their research to their online colleagues at a virtual conference. This presentation will showcase some areas where digital learning design can facilitate and nurture capability in the student.

Alignment

Capability in graduates can be facilitated through designing [online] learning that is not only relevant but challenging and achievable.

References

Bromley, P 2018, 'Capability in the Postgraduate Certificate neonatal intensive care nurse', *Journal of Neonatal Nursing*, vol. 24, no. 5, pp. 277-283.

Coetzee, M 2014, 'Measuring student gradueness: Reliability and construct validity of the Graduate Skills and Attributes Scale', *Higher Education Research & Development*, vol. 33, no. 5, pp. 887-902.

Mezirow, J & Taylor, EW 2009, Transformative learning in practice. [electronic resource]: Insights from community, workplace, and higher education, *Jossey-Bass higher education series*, Jossey-Bass, San Francisco.

Stephenson, J & Yorke, M (eds) 2012, *Capability and Quality in Higher Education*, Routledge, London.

The Foundation for Young Australians 2016, *The New Work Mindset*, <<https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf>>.

How can we incorporate staff wellbeing into learning design?

Designing our learning

Authors and presenters

Beth Penrose, Tasmanian Institute of Agriculture

Saideepa Kumar, Tasmanian Institute of Agriculture

Sarah Andrewartha, Tasmanian Institute of Agriculture

Janine Chang Fung Martel, Tasmanian Institute of Agriculture

Abstract

A student-centred approach is the dominant paradigm in university education today. It is typically presented as a superior alternative to traditional teacher-controlled content-driven teaching. Student needs drive learning design, and effectiveness of teaching is judged by student evaluations of teacher performance. Undoubtedly, the focus on student experience is essential, but has this come at a cost to staff wellbeing? We present insights from literature on some of the negative effects of exclusively focussing on students. Educational reforms driven by external scrutiny and managerialism are seen to undermine teachers' identity, sense of value, autonomy and wellbeing (Skinner, Leavey & Rothi, 2018; Taylor, 2013). It is not clear if students are experiencing benefits from a shift to student-centred approaches either (Elen, Clarebout, Leonard, & Lowyck, 2007). These issues are also seen in other public sectors such as healthcare; where managerialism and a consumerist attitude towards patients are linked to institutions of distrust, shifts in identity and occupational stress amongst staff (Harlow, 2004; Reinders, 2008).

Occupational stress among academic staff is widely recognised but it is not often linked to learning design. To create effective learning experiences that are sustainable, we propose that learning design should consider not only student experience, but also staff experience and wellbeing. We invite you to visit our interactive poster and share your ideas or strategies for incorporating staff wellbeing into the design of curricula.

Alignment

By presenting under *Designing our learning*, we hope to expand the conversation on learning design to consider not only student experience, but also staff experience and wellbeing. This also aligns with the University of Tasmania's strategic vision of being people-centred by taking a relational approach to learning design.

References

Elen, J., Clarebout, G., Leonard, R., & Lowyck, J., 2007. Student-centred and teacher-centred learning environments: what students think. *Teaching in Higher Education*, 12(1), pp.105-117.

Harlow, E., 2004. Why don't women want to be social workers anymore? New managerialism, postfeminism and the shortage of social workers in social services departments in England and Wales. *European Journal of Social Work*, 7(2), pp.167-179.

Reinders, H., 2008. The transformation of human services. *Journal of Intellectual Disability Research*, 52(7), pp.564-572.

Skinner, B., Leavey, G., & Rothi, D., 2018. Managerialism and teacher professional identity: impact on well-being among teachers in the UK. *Educational Review*, pp.1-16.

Taylor, J.A., 2013. What is student centredness and is it enough? *International Journal of the First Year in Higher Education*, 4(2), p.39.

University of Tasmania 2018, *University of Tasmania Strategic Direction*, University of Tasmania, Hobart, viewed 10 September 2019, https://www.utas.edu.au/_data/assets/pdf_file/0004/1170409/UTAS-Strategic-Direction-Brochure.pdf

Applying the LEAN principle to referencing styles

Designing our learning

Authors and presenters*

Scott Wylie, Student Learning*

Jennifer Ayton, School of Medicine*

Derek Choi-Lundberg, School of Medicine

Abstract

After examining the rules across several style manuals, it was evident that referencing any source requires answers to four key questions: *who* wrote it, *when* was it written, *what* is it called, and *where* does it come from?

The traditional method of teaching referencing is to present a myriad of examples for a wide range of sources. The weakness of this approach is that the rules get lost amongst the examples; compounding this problem, some rules are not consistent across all formats.

Our LEAN referencing model maintains the four essential components (who, when what, where) while removing several elements that are nonessential in locating a source; taking into consideration how people find information in the modern technological era.

Our model consolidates in a logical sequence the rules that can be applied to authorship, date, title and source. The format of the guide is designed to allow anyone to quickly construct a reference for any format source. Colour-coding of *who*, *when*, *what*, and *where* provides a visual cue to assist student learning.

Academic staff from the Bachelor of Medicine, Bachelor of Surgery (MBBS) agreed to trial the simplified Harvard style for all Year 1 MBBS assignments throughout 2019. It was observed that they received fewer questions from students about referencing and spent less time providing feedback on referencing errors.

This LEAN approach to teaching referencing, coupled with information about academic writing and integrity, may improve students' writing practices and facilitate learning, while saving staff time.

Alignment

Students need to be inducted into the expectations of academic writing; including the use and acknowledgement of the ideas of others. Writing assignments frequently requires higher order skills of analysis, interpretation, synthesis, argumentation, and/or reflection. As students research and engage with ideas, they need to develop skills in summarising, paraphrasing and quoting, as well as citing and referencing sources. This abstract reports on the development of teaching materials that simplify and provide clarity around the mechanics of referencing, using a LEAN approach; allowing students to focus on how to integrate evidence into their work, and potentially saving staff time.

Fostering critical thinking in seafarer Students

Designing our learning

Author and presenter

Umar Raza Khan, Assistant Lecturer in Maritime Operation and Coastal Seafaring, Australian Maritime College

Abstract

AMC seafarer students are from diverse backgrounds; teacher observations have identified an emphasis on rote learning over critical thinking. Students demonstrate limited critical thinking skills; with instructional pedagogies used to develop a surface-rote learning approach, rather than innovative pedagogies for creative problem solving. Students' engagement is lower in surface learning; with less effort in summative assessment (Floyd, Harrington, & Santiago, 2009).

This project aimed to implement a revised pedagogy leveraging aural and visual learning rather than relying on reading/writing. Students engaged in learning activities to construct knowledge of the topic themselves; with formative questionnaires to foster understanding. Students navigated a textbook, the internet and collaborative discussion to generate meaning. Subsequently, formative feedback was provided on student responses. Halpern (1998) states that the purpose of instructional design for students should be making them better thinkers; which will be beneficial in real-life.

This research spanned two short courses ($n=24$ students). The first short course ($n=10$ students), involved implementing the new teaching method. The second short course ($n=14$ students), repeated the old teaching method. To ensure ethical compliance, students who received the old instruction method also received the new method after data collection. To collect data, quantitative and qualitative methods were used (Bryman & Burgess, 2002; Crawford & Kelder, 2019). Pre- and post-tests were taken for both groups to collect quantitative data. t -tests were used to test for significant difference in the data. Four semi-structured interviews were conducted in the first group (Miles, Huberman & Saldana 2014).

Alignment

Bonwell and Eison (1991) state that critical thinking creates active learning through dialogue debate, and can result in developing high order thinking. Students' learning is changing. Enhanced teaching pedagogies are necessary for authentic and active learning to foster active students' development. Learning activities, such as group discussion, support interactions in the students. Dixon (1991) highlights the importance of effective pedagogies that enhance the sharing of different views. This paper draws on the University of Tasmania's Strategic Direction, by enhancing the way the University seeks to develop short term international students with Tasmanian maritime expertise: *from Tasmania to the World*.

References

- Bonwell, C., & Eison, J. (1991). Active learning: creating excitement in the classroom. *ASHE-ERIC Higher Education Report No. 1*. Washington, DC: George Washington University.
- Bryman, A., & Burgess, B. (2002). *Analyzing qualitative data*. Abingdon, UK: Routledge.
- Crawford, J., & Kelder, J-A. (2019). Do we measure leadership effectively? Articulating and evaluating scale development psychometrics for best practice. *The Leadership Quarterly*, 30(1), 133-144.
- Dixon, M. (1991). Group discussion and individual critical thinking processes: an alternative perspective. *Annual Meeting of the Central States Communication Association*. Chicago, IL.
- Floyd, S., Harrington, S. J., & Santiago, J. (2009). The effect of engagement and perceived course value on deep and surface learning strategies. *Informing Science*, 12(10), 181-190.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449-455.
- Miles, M., Huberman, M., & Saldana, J. (2014). *Qualitative data analysis. A methods sourcebook* [PDF digital edition 3]. <http://www.theculturelab.umd.edu/uploads/1/4/2/2/14225661/miles-huberman-saldana-designing-matrix-and-network-displays.pdf>

Sandy Bay Campus Map

ROUTES BETWEEN SESSION LOCATIONS

- Direct route
- Accessible route

